

MR. PETER J. SMITH—RETIRED SUPERVISOR OF MUSIC.

ANNUAL REPORT

..... OF THE

BOARD OF EDUCATION

..... OF THE

TOWN OF BLOOMFIELD

Essex County, New Jersey

NINETEEN HUNDRED AND FOURTEEN

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REPORT OF THE SUPERINTENDENT.

OFFICE OF SUPERINTENDENT OF SCHOOLS,

BLOOMFIELD, N. J., June 30, 1914.

Board of Education:

GENTLEMEN—My tenth annual report as Superintendent of Schools of the Town of Bloomfield is herewith respectfully submitted.

As the annual report for the year ending June 30, 1913 was devoted entirely to portraying events and setting forth facts connected with the construction and opening of our new high school building, it will be interesting to note in this report, for the sake of comparison and for general information as well, some of the statistics which, ordinarily, would have been set forth in that volume.

ENROLLMENTS AND ATTENDANCE.

For the school year ending June 30, 1914, the day school enrollment reaches a grand total of 3,550, this number representing an increase of 178 over the enrollment of the preceding year. The enrollment for the school year ending June 30, 1913, was 3,372, this being an increase of 198 over the enrollment for 1912.

It will also be interesting to compare the enrollment for 1900 with the enrollment for the current year. The annual report of the Superintendent of Schools for the year 1900 shows an enrollment of 1,760 pupils, while for the year just closing the enrollment reaches a total of 3,550, thus showing that the number of pupils to be taken care of has doubled since the beginning of the century. Should this rate of increase continue for the next fourteen years Bloomfield will have

over 7,000 pupils in her public schools and a population of about 40,000 people.

The enrollment in the evening school for the current year is 461, this number being an increase of 52 over the enrollment of the previous year. The increase in enrollment for the year ending June 30, 1913, over the previous year was 88.

For the past three years the enrollments of the Silver Lake summer schools have remained substantially the same. The enrollment for 1914 is 78, this number being a decrease of two from the enrollment of 1913 and an increase of five over the enrollment of 1912.

Increases in enrollments usually bring increases in total attendance and the following table proves the correctness of such a contention with one exception, that being the item of the Summer School attendance for the year just ended. This decrease was undoubtedly due to the extreme heat of the last two weeks of the session.

DAY SCHOOLS:	Enrollment.	Attendance.
June 30, 1912.....	3,174	455,000 days
June 30, 1913.....	3,372	490,000 days
June 30, 1914.....	3,550	521,000 days
EVENING SCHOOL:		
June 30, 1912.....	321	6,575 evenings
June 30, 1913.....	409	10,437 evenings
June 30, 1914.....	461	11,471 evenings
SUMMER SCHOOL:		
June 30, 1912.....	73	1,447½ days
June 30, 1913.....	80	1,477 days
June 30, 1914.....	78	1,252 days

NEED OF ADDITIONAL ACCOMMODATIONS FOR PUPILS.

The statistics given under the head of Enrollment indicate that the school population is increasing at a fairly uniform rate each year and that the yearly increase brings with it the need of from 150 to 200 additional seats. It is this condition that makes it necessary for the Board of Education to be

almost constantly engaged in building new schools or in making additions to school buildings.

When the construction of the Brookdale School house was begun about five years ago it was decided for the sake of economy to finish the first floor only. There is now need of an additional room in that building, and at a meeting of the Board of School Estimate, held on May 21, 1914, it was unanimously decided to complete the second story, thus adding four rooms to the plant.

NEW BUILDING ON GROVE STREET.

Almost as soon as the school at present known as the Silver Lake School was organized as an experiment, in rented rooms, it became evident that the organization should be made permanent and the need of a building in which to house the school became apparent. From time to time the matter of providing a suitable building has been considered by the Board of Education, but each time what was decided to be a more pressing need elsewhere was discovered and given precedence.

Fortunately, the days of waiting are over. The Board of School Estimate held a meeting during the Spring and its members showed an intelligent appreciation of the need of a school building to replace the rented quarters, by unanimously voting to erect an eight-room building on the Grove Street lot, the building to be known as the Grove Street School. This action will supply a long felt need and give opportunity for improving and extending the school work.

COMPULSORY EDUCATION.

The problem of keeping all children of a legal school age in attendance at school continues to be a serious one. The Compulsory Education Law, passed by the Legislature in 1913, has in the main worked well and has proved to be helpful to the truant officer in the performance of his duties, but in too many cases the parents are not at all in sympathy with the idea

of keeping their children in school, as required by law, and nothing short of coercion will secure any co-operation from them. The Legislature of 1914 has made some amendments to the law enacted the previous year which, it is expected, will make it more effective.

The truant officer has been faithful in the performance of his duties and has displayed much tact and good judgment in handling the numerous cases turned over to him for investigation.

The matter of granting excuses from school to children who wish to go to work is now quite a complicated procedure, and during the past year has been given the personal supervision of the Superintendent. Forty-six pupils have been granted working papers.

HIGH SCHOOL.

The number of pupils enrolled in the High School during the year reaches a total of 373, this being an increase of 231 over the enrollment of 1904. In other words during the past decade the number of High School pupils has increased over 160 per cent. During the same period the increase in the elementary schools has been 1,297, or 60 per cent. These figures give conclusive evidence of the increasing interest of the patrons of our schools in an education that goes beyond the usual work of the grammar grades.

A few years ago it was contended that the chief function of the High School was the preparation of the pupils for college, and that, in this way a few were benefited at the expense of many. Recent changes in the course of study, whereby it is possible to prepare boys and girls entering the High School for taking up the practical problems of life upon the completion of the High School course, are having the effect of allaying such criticisms.

For example, twenty per cent. of the pupils at present enrolled in our High School are taking the straight commercial



CANOE CONSTRUCTED IN HIGH SCHOOL SHOP.

course, the work of which is intended to fit its graduates for positions as bookkeepers, stenographers, and all around business men and women. There are times when the demand for graduates from this department exceeds the number we can supply, so it seems fair to conclude that the work given is practical and is fitting our boys and girls to solve successfully the problems found in the commercial world.

In addition to the pupils who take the straight commercial course there are quite a number who elect, in connection with other courses, certain special features of the commercial work, such as business practice, stenography and typewriting.

The work offered along the line of drawing, domestic arts and woodworking is also conducted along practical lines as is elsewhere noted.

The new courses in science, recently adopted by the Board of Education, are intended to bring this subject in close touch with the daily life of the pupil.

The work done along the line of testing foods and confections for adulterants during the past year has proved intensely interesting to the pupils and has had the effect of making many of them more thoughtful and careful about what they eat.

The exhibition of work done in the gymnasium, in the early Spring, gave evidence to the spectators that much is being done for the physical development and well being of our boys and girls.

Owing largely to lack of time we have as yet been unable to take up work with individuals along corrective lines, such as spine curvature and other abnormalities capable of being successfully treated in the gymnasium. Dr. Sargent of Harvard University has expressed himself as believing this field of gymnasium work to be a most promising one for the accomplishment of great good to public school pupils.

The conditions for work in our new building approach

closely to the ideal and there are evidences of appreciation of our splendid plant by both teachers and pupils.

Naturally, the larger plant and the increased facilities for work brought with them a corresponding increase in responsibility to both the teachers and the student body, but the increased responsibilities have been accepted by both bodies with a feeling of thankfulness at being relieved from the badly overcrowded conditions of the past few years.

The teachers have prosecuted the work of instruction and of interpreting the course of study with highly commendable zeal and with enthusiasm. It has been their aim to make the work appeal as much as possible to the interest of the pupils, to develop the habit of reasoning correctly and to develop the ability to make the proper choice between right and wrong. With but a few exceptions, the response on the part of the pupils has been very satisfactory. They have taken a pardonable pride in the care of the building and its equipment, have conducted themselves in a manner deserving of commendation and have produced a quality of scholarship which it is believed will average well with that of other high schools.

The High School commencement was held on June 23, at which time diplomas were awarded to fifty-seven pupils, this being the largest number ever graduated from the school.

The program given endeavored to present the work undertaken in the schools, to the audience, by means of stereopticon views explained by the speakers from the class. The plan was apparently appreciated by those present, and it is hoped that, as a result, added interest will be stimulated in the work of our school system.

COURSES OF STUDY FOR

Latin.		Modern Languages		English.	
First Year.	Periods Counts.	First Year.	Periods Counts.	First Year.	Periods Counts.
REQUIRED.		REQUIRED.		REQUIRED.	
English.....	5 5	English.....	5 5	English.....	5 5
Algebra.....	5 5	Algebra.....	5 5	Algebra.....	5 5
Latin.....	5 5	German.....	5 5	Ancient History.....	4 4
OPTIONAL.		OPTIONAL.		OPTIONAL.	
History.....	4 4	History.....	4 4	Physiography ½ yr. }	5 4
Physiography ½ yr. }	5 5	Physiography ½ yr. }	5 4	Botany ½ yr. }	5 4
Botany ½ yr. }	5 5	Botany ½ yr. }	5 4	Mechanical Drawing.....	2 1
Second Year.		Second Year.		Second Year.	
REQUIRED.		REQUIRED.		REQUIRED.	
English.....	5 5	English.....	4 4	English.....	4 4
Geometry.....	5 5	Geometry.....	5 5	Geometry.....	5 5
Latin.....	5 5	German.....	4 4	Mediaeval and Modern History ½ yr. }	4 4
OPTIONAL.		OPTIONAL.		OPTIONAL.	
French.....	5 5	French.....	5 5	Physiology ½ yr. }	5 4
History.....	4 4	History.....	4 4	Manual Training and Drawing.....	2 1
German.....	4 4	Biology ½ yr. }	5 4	or Manual Training.....	4 2
Greek.....	5 5	Physiology ½ yr. }	5 4	Singing.....	1 ½
Physiology ½ yr. }	5 5				
Third Year.		Third Year.		Third Year.	
REQUIRED.		REQUIRED.		REQUIRED.	
English.....	4 4	English.....	4 4	English.....	4 4
Geometry ½ yr. }	5 5	Geometry ½ yr. }	5 5	Mathematics.....	5 5
Algebra ½ yr. }	5 5	Algebra ½ yr. }	5 5	English History.....	4 4
Latin.....	5 5	German.....	4 4	Physics.....	5 4
OPTIONAL.		OPTIONAL.		OPTIONAL.	
French.....	4 4	French.....	4 4	Manual Training and Drawing.....	2 1
History.....	4 4	History.....	4 4	or Manual Training.....	4 2
Physics.....	5 5	Physics.....	5 4	Singing.....	1 ½
German.....	4 4				
Greek.....	5 5				
Fourth Year.		Fourth Year.		Fourth Year.	
REQUIRED.		REQUIRED.		REQUIRED.	
English.....	5 5	English.....	5 5	English.....	5 5
Latin.....	5 5	German.....	4 4	American History.....	4 4
OPTIONAL.		OPTIONAL.		OPTIONAL.	
Review Math.....	4 4	Review Math.....	4 4	Chemistry.....	5 4
French.....	4 4	French.....	4 4	Second Science.....	5 4
History.....	4 4	History.....	4 4	or Mathematics.....	5 5
Chemistry.....	5 4	Chemistry.....	5 4	Manual Training and Drawing.....	2 1
German.....	4 4			Manual Training.....	4 2
Greek.....	5 5			Singing.....	1 ½

BLOOMFIELD HIGH SCHOOL.

Preparatory Vocational.		Commercial.	
First Year.	Periods Counts.	Third Year.	Periods Counts.
REQUIRED.		REQUIRED.	
English.....	5 5	English.....	4 4
Algebra.....	5 5	Geometry.....	5 5
Manual Training and Domestic Art.....	4 2	Manual Training and Domestic Art.....	4 2
Drawing.....	4 2	Drawing.....	4 2
OPTIONAL.		OPTIONAL.	
History.....	4 4	History.....	4 4
Physiology ½ yr. }	5 4	Physics.....	5 5
Botany ½ yr. }	5 4	Commercial Subjects.....	4 —
Commercial Subjects.....	4 —		
Second Year.		Fourth Year.	
REQUIRED.		REQUIRED.	
English.....	4 4	English.....	5 5
Algebra ½ yr. }	5 5	Review Math.....	4 4
Geometry ½ yr. }	5 5	Manual Training and Domestic Art.....	4 2
Manual Training and Domestic Art.....	4 2	Drawing.....	4 2
Drawing.....	4 2	OPTIONAL.	
OPTIONAL.		OPTIONAL.	
History.....	4 4	History.....	4 4
Biology ½ yr. }	5 4	Chemistry.....	5 4
Physiology ½ yr. }	5 4	Commercial Subjects.....	4 —
Commercial Subjects.....	4 —		

NOTES—Eighty counts required for graduation.
A proper selection of work from the Latin or the Modern Language Course will prepare the pupil for entering any college.
College preparation may be successfully completed in four years by a pupil of good average ability, provided he enjoys good health and attends strictly to school duties, otherwise, five years are strongly recommended.

Pupils desiring a certificate of admission to college must maintain a standing sufficiently satisfactory in each subject to be certified. One-half count in elocution required of all pupils after the first year.
In any course those who wish to add Singing, Drawing and Manual Training may do so as far as they are able.

The English Course is designed for those pupils who do not intend to enter college and prefer no foreign language.
After the first year, a subject from the Commercial Course may, in special cases, be subject in the English Course.

One year of bookkeeping and business practice required of those taking the Preparatory Vocational Course.
June, 1912.

PARK GRAMMAR SCHOOL.

For several years past your Superintendent has felt that something should be done to bridge what might be called the broad gap between the work of the elementary school and that of the High School, but our eighth grades being scattered among all of the grammar schools and each school having only one class in this grade, it was impossible to suggest a practical change until arrangements could be made to assemble all the eighth grade pupils in one building. The opportunity to do this came with the opening of the new high school building. In January, 1913, all of the eighth grade pupils were assembled in the new building and work was begun at once under a departmental plan. This plan enabled the pupils expecting to enter High School in September to begin the study of either Latin or German and Algebra as a preparation for work in these subjects the following year. The plan called for only one recitation each week in these subjects, and the teachers were requested to proceed slowly so as to give the pupils an opportunity to understand thoroughly the work covered. As might be expected the pupils received little more than a good introduction to the work in these subjects, but it helped to bridge the gap and the work was not entirely new and, therefore, not very discouraging when the High School was reached. The plan thus tried for a half year was, in the judgment of the High School teachers, who received these pupils, a success.

There was need for additional rooms for High School pupils when school opened last September, so the eighth grades were all quartered in the building recently occupied by the High School and now known as the Park Grammar School. Instead of having a half year of preparation for High School work in languages and algebra this class will enter High School in September with a full year of the preparatory work, and it is expected there will be a corresponding improvement in the work of the high school classes. In other words, it is hoped

that the gap, which it is claimed has been responsible for so many pupils dropping out of High School during the first year, will be found to be completely bridged. This plan also enables us to give consideration to the pupils who may be unable to carry their work beyond the grammar school by offering work in cooking and sewing for the girls and wood-working for the boys.

A plan which calls for six years in the elementary grades, with work similar to what is being done at present; three years in "Junior High School," in which departmental work and opportunity for beginning Latin, German and Algebra are given, and three years in a "Senior High School," is being strongly advocated by some of our leading educators. This plan will undoubtedly work well in the larger cities and where facilities already exist for carrying it out, but for us the conditions under which we are working make the plan outlined above the most economical one, and at the same time, it is believed it will prove to be equally effective.

The earnestness with which the teachers have all applied themselves to the working out of this problem has been no small factor in bringing about the success attained.

The closing exercises of the Park Grammar School were held on Tuesday, June 23, when 172 pupils were awarded certificates of graduation. Of this number 144 are expecting to enter the High School in September.

ELEMENTARY SCHOOLS.

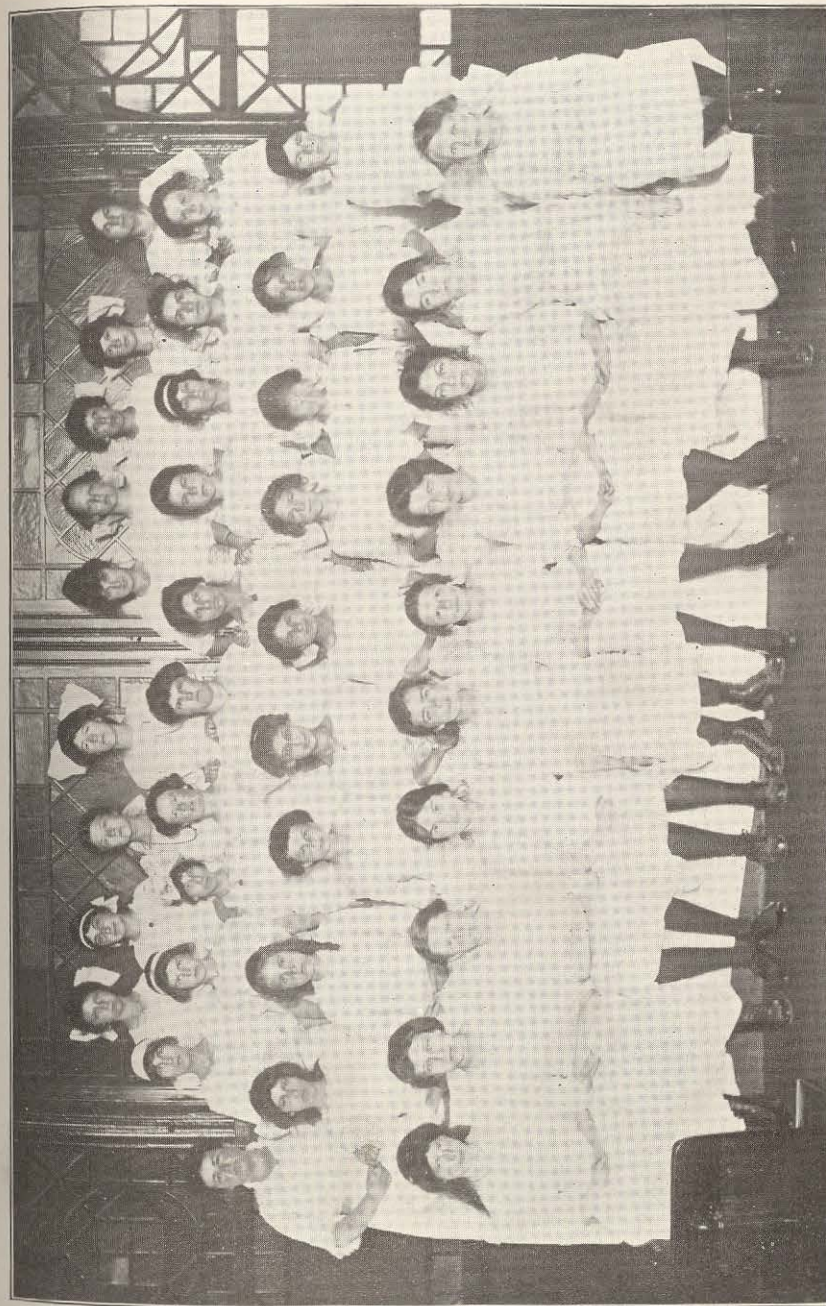
Notwithstanding the transfer of the eighth grade pupils from the five large grammar schools—Berkeley, Brookside, Center, Fairview and Watsessing—to the Park Grammar School, thus vacating one room in each of those buildings, an overcrowded condition exists in three of these schools. Owing to this condition it has been necessary to conduct two classes on part time at Brookside and four at Fairview during the year just closed. When school opens in September, it is expected

that in addition to the part time classes mentioned above, it will be necessary to add two part time classes at the Berkeley School. If we could utilize every seat in every room this condition would be somewhat relieved, but in practice this is impossible. We frequently have rooms with a few vacant seats because we do not have the children qualified to fill them. For example, we may have a first grade room capable of seating forty-two pupils, but if we have only thirty-six or thirty-eight first grade pupils to place in that room we lose the use of four or six seats, as it will be readily seen that it would be entirely impractical to fill the few vacant seats with pupils from another grade.

At present we are able to arrange the work so that the part time classes are made up of kindergarten and first grade children, but if the congestion is permitted to increase too far we shall be compelled to extend the practice to other grades.

The studies outlined for the work in the elementary schools are designed to produce pupils who will be able to read well, write well and to speak fluently and intelligently the English language; who will be able to perform the four fundamental operations of arithmetic with facility and accuracy, and also be able to comprehend and apply skillfully the principles of fractions and decimals and who will have a sufficient knowledge of geography, history, civics and physiology to lay a good foundation for future efficient and useful citizenship. The course also calls for enough drawing and manual training to develop in the pupils the ability to work with some degree of skill with their hands, the work being directed along practical lines as much as possible and calculated to be of some assistance to the pupil when the time comes for making a choice of a vocation.

The work in these schools has been carried on in such a manner as to produce highly satisfactory results. The credit for the success attained is due to the teachers who have con-



EIGHTH GRADE GIRLS WEARING DRESSES MADE IN SEWING CLASS.

ducted their work with intelligence and faithfulness, and who have displayed a splendid spirit of co-operation with principals and supervisors; to the principals who have worked with untiring energy and zeal to be helpful to both teachers and pupils, and to the supervisors who have spent much of their time in making helpful suggestions for the improvement of the work.

EVENING SCHOOL OR CONTINUATION SCHOOL.

During the past two years the enrollment of the Evening School has been increased by one hundred and forty names. The statement of this fact is sufficient evidence to prove that the popularity of this institution is not waning.

The policy of offering courses along practical lines continues in force and since the last report was written a class in elementary electricity has been organized. We have been fortunate in securing young men who have had shop experience as teachers for this class, and the work accomplished has been very satisfactory. The instructor has aimed to give his students knowledge which they can apply in their work in the shop from day to day.

The class in chemistry had a larger enrollment than ever before, and the work done was also directed along practical lines, each student being given instructions, as far as possible that he could apply in his work during the day. By some of the students, the experimental chemistry was completed and work begun in qualitative analysis. The experience of the past two years proves conclusively, that we can be of great assistance to young men who have not had the advantage of a chemical education, but who need some knowledge of that subject to enable them to advance in the positions they are holding.

A class in higher mathematics was organized in the fall of 1912, and again in 1913, but could not be continued during the entire year because its small size did not warrant the expense.

The classes in mechanical drawing, shopwork, and the work of the commercial department continues to attract young men and young women who wish to extend their knowledge along practical lines, while the work in elementary English and arithmetic serves to engage a number of the boys and girls who have left school to go to work.

The classes for foreigners who wish to study the English language are well patronized, the work of learning the language being correlated with a study of civics which is calculated to give the students some ideas concerning American customs and American institutions.

Much of the work done in the Evening School is similar to that being done in what is styled Continuation Schools in some of the larger cities of this country, so it has been deemed wise to give the school the double designation.

The two Evening School classes organized in the Silver Lake School both opened with good sized enrollments. The class for boys and young men spent the greater part of their time in studying the English language and the members of the class for girls occupied the time sewing and dressmaking. The interest manifested in the opportunities offered to the young people of that section of the town seems to warrant the continuance of the classes next year.

In closing the report of the work done in this school, it is with a feeling of grief and sadness that the death of its principal, Mr. Clifford Wray, is noted. Mr. Wray, who was formerly a teacher in the school, became its principal in the Fall of 1909. He entered upon the duties of his new office with a keen sense of the responsibility resting upon him and with a determination to do all in his power to make the school helpful to its patrons. For nearly five years he labored with his characteristic energy and enthusiasm, and when, on January 12th he was suddenly called away from his earthly duties, he left a school splendidly organized, and a body of pupils and teachers who felt keenly the loss of their beloved leader.

DRAWING AND MANUAL TRAINING.

The most of us are aware of the natural creative or constructive tendency of children. They want to be doing something. The pursuit of the so called three R's give little opportunity for the expression of this tendency, but the introduction of drawing and manual training in our school work has given a splendid opportunity for its expression. It is also found that a certain amount of work in these subjects can be so planned that it will assist the teacher in arousing interest in her lessons in English and in some of the other subjects.

Although drawing and manual training met with considerable opposition when first introduced in the public schools they are now quite generally conceded to be valuable parts of the school curriculum.

Tangible evidences of the work accomplished along these lines during the year were shown in the exhibition held during commencement week. Drawings, made by children from the kindergartens through the high school were seen and astonishment expressed that the children in the younger grades could do so well. Evidence was not lacking, that work of a practical nature is given careful consideration in the drawing department, as shown by the designs for stenciling, bookcovers, posters, and other articles.

Perhaps no better proof of the practicability of the work in mechanical drawing and in manual training could be offered than the statement of one of our local contractors, who said that he preferred boys who had been given training in the schools in these subjects, because he found them able to read plans and to handle tools intelligently, and therefore equipped to do more effective work than the boys who came to him without this training.

The work on exhibition from the shops added further proof of the values of the courses in wood working. Well made articles of furniture of all kinds were shown, as well as

two finely constructed canoes. The classes in wood turning exhibited some interesting work, among the exhibits being a number of baseball bats, dumb bells, and mallets to be used in the shop during the coming year.

As one might expect, the exhibits in sewing and cooking gave evidence of the practical value of the work of the domestic arts department. The neatness with which the most of the work had been done, and the usefulness of the garments made, brought forth many favorable comments from the visiting friends.

The sample menus worked out by the pupils, in which the problem set, was to supply a maximum of nutritive food values at a minimum cost, proved very interesting to the spectators, many of whom were greatly surprised to learn that a wholesome nutritive meal for ten people could be furnished at a cost a little less than one dollar, in these days of expensive living.

The teachers and supervisors of these departments have spared no pains in their efforts to produce these results and are to be congratulated upon the success they have attained.

THE BI-ANNUAL EXHIBITION OF SCHOOL WORK.

As the orations given at the High School Commencement were to deal with the various phases of the work done in our schools, it was decided that it would be appropriate to hold the regular bi-annual exhibit of school work in the High School building during commencement week. Accordingly, plans were made and committees appointed to assume responsibility for different features of the exhibit.

The volume of the work undertaken will be appreciated when it is known that specimens of work from every one of the pupils on the rolls of the various schools were exhibited and that it is estimated that twenty thousand sheets of work were on exhibition, in addition to the specimens mounted on charts.

In selecting the work representing each individual pupil the teachers were requested to be particularly careful to choose

specimens from the regular routine work of the class, so that the public would see the actual class room product of the school. For the work mounted on card board the specimens were selected on a basis of neatness.

Under the head of drawing and manual training reference has been made to the work exhibited from those departments, but there was an abundance of evidence that the good results accomplished by those departments were not attained by neglecting the rest of the school work. There were papers in spelling, arithmetic, geography, history and other subjects which excited the admiration of the visitors and which made it evident that we are doing at least good average work in the academic branches.

The improvement in the penmanship of many of the pupils was made evident by a comparison of writing done in the fall with writing done in the spring on the same sheet, a fac-simile of an average sheet of this kind being shown on another page.

The undertaking of preparing and presenting this exhibit was an enormous one, and it could not have been carried to a successful issue had not the teachers, pupils and supervisors given the project their united and loyal support.

VOCATIONAL EDUCATION.

During the spring of 1912 courses of study extending the work of drawing, manual training and domestic arts with a corresponding contraction of the academic work, were prepared and adopted by the Board of Education for interested eighth grade and first year High School pupils.

These courses, which were designed to develop an interest in hand skill, were carefully explained to parents and pupils expecting to enter the eighth and ninth grades in September. So much handwork was required that it was thought safe, and advisable as well, in naming these outlines to call them vocational courses.

The eighth grade pupils, not expecting to enter High

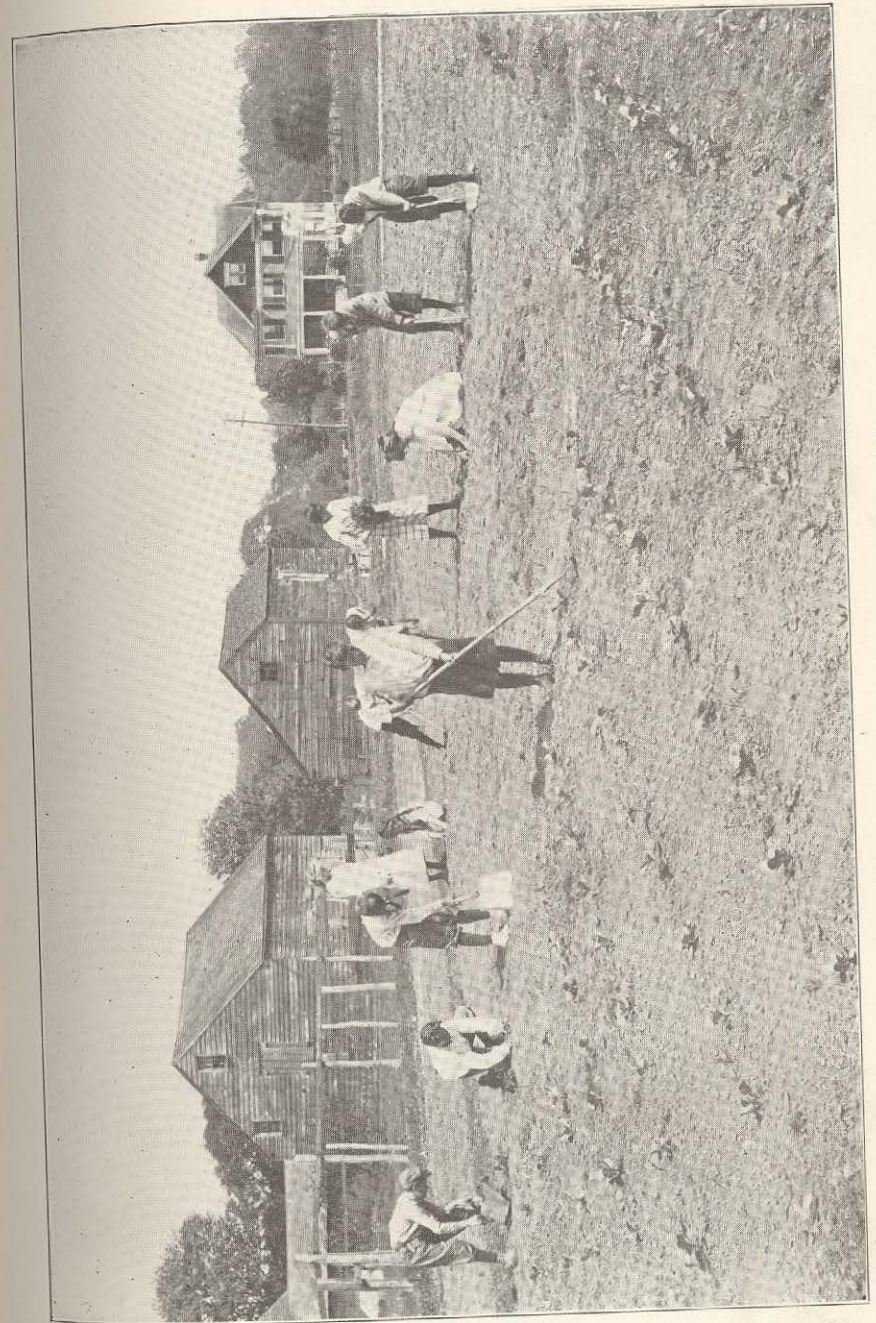
"THE STUDY OF THE SOIL.—Samples of soil taken from the school plot and from the individual plots were examined first for their obvious physical distinction, such as sandy, loam, etc., and afterward for the important chemical constituents by means of acid tests. The school plot was then fertilized so as to supply the elements needed as disclosed by the soil tests.

"This was followed with a study of the literature bearing on the treatment of soils and a free discussion of the proper depth to plow and the proper times and methods of cultivation together with the purposes of cultivation.

"STUDY OF SEEDS—Corn was selected as the crop that would be studied experimentally. The virility of different samples of the seed was tested by a germinating box, and also the comparative virility of kernels taken from the tip, butt and main part of the ear. Having proved to their satisfaction the value of seed selection, the study of ears, to determine the marks of a good ear was in order, the specimens including different varieties.

"PLANTING—The relative merits of the check-row and drill methods of corn planting were debated by the boys and also the objections to each. Every pupil in the school was allotted two hills on the school plot. The older pupils prepared the ground for those who were too young to do it for themselves. Here the check-row method was used and experiments made to determine, if possible, whether it was better to plant three or four grains to the hill. Each child cared for his own corn on the school plot during the entire season.

"HOME PLOTS—The pupils pursued the same methods in preparing, planting and cultivating their home plots as in the case of the school plot, various members of the class helping to answer the questions raised by individuals with reference to their respective problems, by looking up the matter in books and by free exchange of expression and knowledge thus acquired. To broaden the work and to heighten the interest



SCHOOL GARDENING—BROOKDALE SCHOOL.

each pupil of the higher grades selected another crop and made a special study of seeds, soil, treatment, etc., from the bulletins. These selections included carrots, beets, cabbage, potatoes, melons, peppers, onions and pumpkins.

"GIRLS—Appropriate practical work for the girls was also attempted and a very good beginning made. During the fall and winter a group of the girls studied poultry raising. Certain of the boys who evidenced a desire to take up this work were also admitted to the class. The two topics that were studied were the good points of a chicken and brooding. The pupils used books provided for the school library, and agriculture department bulletins. They also had the advantage of the co-operation of a successful poultry raiser in the community, who gave them good points in response to questions, and also gave several talks to the class.

"In the Spring the seventh grade girls took up bread making, under the guidance of one of the teachers. They also utilized the government bulletins to good advantage and baked bread for home use, by way of practice, for a month prior to the time set for the exhibit. About ten of the girls were given a remuneration of fifty cents a week for doing the family bread baking.

"CORRELATION — ARITHMETIC — They tried to determine whether the school plot could be divided most advantageously into square individual plots or rectangular ones. The class also computed the probable cost of fencing the entire plot. The cost of fertilizing and of spraying, also the comparative cost of different spraying mixtures was reckoned. Each pupil kept an inventory of the things used in connection with his particular enterprise, the cost of the same, and the cost per cent. of each item. All the corn raised on the school plot was sold to a farmer, and each member of the class made out a receipted bill for the transaction.

"MANUAL TRAINING—The class made several germinating boxes and window boxes.

"GEOGRAPHY—Special emphasis was laid upon the study of all the corn producing States, and the rank of New Jersey among them was determined. The average yield per acre in the State was compared with the average yield in the community. The uses of corn were studied somewhat intensively.

"HISTORY—Talks and discussions upon the fundamental importance of agriculture in the life of the race were followed by other studies and talks bearing on the historical development of agriculture, and on the effects of the inventions of machines upon agriculture. Also the contrast between the life of the pioneer and that of the present day farmer was a topic of discussion.

"ENGLISH—The questions to be submitted by individuals to the class for information were presented in written form to the principal and by him laid before the class. The forms of the questions were frequently criticized by other members of the class, if they were not clear or grammatically correct. The necessity for procuring bulletins was utilized by the principal as a purpose for letter writing and these letters were worked out by the class. Also letters involving questions to the State College of Agriculture were formulated by the class working together. The results of the corn testing were embodied in a written composition by each pupil, and the notes which he made were utilized by him in class discussions. The general debate on the check-row versus drill methods of planting afforded a good opportunity for the exercise of each pupil's ability in oral English, and pupils did not hesitate to call attention to errors of form, as well as errors of substance.

"The foregoing narrative account gives the substance of an interview which I had with Mr. Roy R. Zimmerman, the principal of the school, to whose initiative and skillful direction of this work its success is in a large measure due. The encouragement given to the undertaking by the City Super-

intendent, Mr. George Morris, and the substantial interest manifested in it by the Bloomfield Board of Education and by the citizens and teachers of the school greatly facilitated the work and furnished additional stimulation.

"My personal observation is confined to impressions gained upon the occasion of the agricultural exhibit and corn contest held in October of this year. The high quality of the exhibit, its extent and variety, and the manifestly deep interest in this work displayed by pupils and parents alike, convinced me of the genuineness of the work. I make this report upon it with the confident belief that for this section of New Jersey this is virtually pioneer work, and as such the knowledge of it can not fail to be an incentive and an aid to those teachers and principals, who, though theoretically convinced of the value of such work, have not yet plucked up the necessary courage to strike out along this new and, for most of us, untried course.

"As to the value of the reaction of this practical work upon the traditional school work, I leave that to the reader to form his own judgment. Personally, I believe this reaction to be one of the greatest benefits to be derived from such work."

At the exhibition of work mentioned in the latter part of Mr. Morelock's report, prizes were offered for the best specimens of corn, bread, chickens and vegetables, by the Town Improvement Association, the members of the Board of Education and Dr. J. S. Wolfe.

Encouraged by the results obtained from this initial experiment it was decided to broaden the scope of the work for the following year. The first move made, when school opened last September, was to obtain the co-operation of the officials of the State College of Agriculture. This was followed by a meeting of the farmers of the vicinity, at which the principal of the school, the Superintendent of Schools, and two representatives of the State Agricultural College were present. At this meeting it was decided to have the boys do experimental

work in raising cabbages and tomatoes, in co-operation with the officials from the State College of Agriculture, on the school plot. To give stimulus to the work, a contest in growing tomatoes and other vegetables on home plots has been organized among the boys, and a flower growing and fruit canning contest has been organized among the girls.

It is proposed to hold an exhibition of the resulting products after school opens in the fall, at which time suitable prizes will be awarded for proficiency along certain lines.

At the request of one of the local papers Mr. Roy R. Zimmerman, who is the principal of the school, and who is largely responsible for the success of the boys, has written a description of the work as it has been conducted during the year. The description and an editorial from one of the local papers follow:

DESCRIPTION.

"In the presentation of our school garden work, we have recognized that the point of view of the country child must necessarily be different from that of the city child. We realize that most of the children of this immediate vicinity are familiar with the fundamental operations of the garden—preparation of the soil, planting the seed, cultivation and harvesting of the farm and garden crops. To maintain, then, the ordinary type of vegetable and flower gardens on the school grounds of this rural school would undoubtedly be an unwise expenditure of time and energy.

"Instead, then, of attempting to conduct a miniature vegetable garden, we are attempting this year to interest the older pupils in the different varieties of tomatoes and cabbage; as well as in different kinds of commercial fertilizers. The pupils are constantly encouraged to undertake small experiments which shall have for their chief end the development of the faculties of observation. Different methods of tillage and fundamental principles of this character are involved in these demonstration areas.

"During the winter months a number of school-room ex-

periments were conducted which were decidedly interesting and valuable. Various kinds of seed of the same variety of cabbage, radish, and tomato were secured from the Agricultural Experiment Station at New Brunswick and carefully studied. The pupils' attention was especially called to the color impurities, broken seeds, and all other inert material in each packet. These seeds, after being carefully studied to note the quality of the seed, were then germinated in both a canton-flannel and soil germinator, and very interesting and valuable results were obtained. Some seeds, such as Thorburn's tested 92 per cent.; while Bolganio's seed of the same variety of cabbage tested but 56 per cent. These results were carefully tabulated by the pupils. A study was also made of fertilizers, tillage, and soil improvement.

"The school garden measures 96 by 58 feet. This plot is divided into smaller plots for the purpose of trying out different varieties of tomatoes and cabbages, as well as the different kinds of fertilizer compositions.

"On our cabbage plot, which measures 36 by 16 feet, we are working with five varieties of cabbages, namely: Copenhagen Market, Mainstay Early, Stokes' Earliest, Norsman, and various strains of Early Jersey Wakefield. A 5-7-7 fertilizer with a basis of 1,200 pounds per acre, and a top dressing of manure with a 10-ton per acre basis, was applied to this plot.

"The tomato variety plot, measuring 80 by 36 feet, contains twenty-one varieties of tomatoes of both the early and late varieties. A 3-8-8 commercial fertilizer with an 800 pound per acre basis and a dressing of manure with a 10-ton basis was applied to this plot.

"The fertilizer experimental plot, which measures 96 by 18 feet, is divided into twelve plots, each measuring 18 by 8 feet. On plot No. 1 a 3-8-8 fertilizer with a 1,000 pounds per acre basis was applied; plot No. 2 received a 3-8-8 fertilizer at the rate of 1,000 pounds per acre and an application of lime on the basis of 1,000 pounds per acre; plot No. 3 received an application of manure on the 10-ton per acre basis. Plot No. 4 is

used for testing the combined value of manure on a 10-ton basis and lime at the rate of 1,000 pounds.

"On Plot No. 5 we are attempting to prove the value of the combined effect of manure on a 10-ton basis and a 3-8-8 commercial fertilizer at the rate of 1,000 pounds; on plot No. 6 we have reduced the basis of the 3-8-8 fertilizer to a basis of 500 pounds per acre, and applied manure at the rate of 10 tons; on plot No. 7 we are experimenting with fertilizer in the hill. A 3-8-8 fertilizer with a 500-pound per acre basis was applied; plot No. 8 was given an 0-8-8 fertilizer and applied at the rate of 500 pounds per acre, with a top dressing of manure.

Plot No. 9 received a 3-4-8- fertilizer at the rate of 500 pounds, and an application of manure at the rate of 10 tons; plot No. 10 is being used as a check, no fertilizer or manure being applied.

"On a plot 18 by 16 feet the value of farmogerm on beans is being tested. Wherever ground is available the pupils have their own individual gardens, at home where various experiments are being carried on. Those pupils not having a garden are devoting their time to poultry husbandry."

EDITORIAL.

"The agricultural experiment work being conducted at Brookdale School, which is described by Principal Zimmerman on another page in this paper, is a highly commendable undertaking. It is in line with the progressive work being carried on by the state agricultural colleges, which is being fostered by both State and National Governments. Of course, the local school work along these lines is necessarily limited, but it is excellent as far as it goes. From the start it inculcates in the young students the principal that work done along scientific lines is far more effective than a careless, ignorant, slap-dash, hit-or-miss method. It teaches them that hand work must be linked with head work to obtain the best results. Any system of instruction which, besides imparting definite information, teaches methods and opens the eyes of the young to basic principles, is a good one."

It is proposed to hold an exhibition of the resulting products after school opens in the fall, at which time suitable prizes will be awarded for the best specimens.

MUSIC.

The work in music has been conducted with the usual interest and vigor and the usual good results attained. The large increase in school population during the past decade has greatly increased the work of the supervisor, but notwithstanding the larger number of teachers and pupils the quality of the work has not been permitted to deteriorate. To maintain our usual high standard, it has been necessary for our supervisor to throw more and more effort in the work from year to year. His unbounded enthusiasm and love for music, coupled with his good health, have been strong factors in helping him carry out plans to meet the increased needs.

After more than twenty years of faithful and efficient service he has decided to retire at the end of the present school term. He leaves us, loved and respected by all and carries with him our best wishes for many added years of pleasure and enjoyment.

PROFESSIONAL IMPROVEMENT.

Each year it is our custom to add a few books to the library maintained in each school for teachers.

The report from the principals show that good use is being made of these libraries. The books and periodicals are being read largely with a view of gathering information that will be of assistance in the everyday work of the class room. This work in reading is not compulsory, but a large percentage of the teachers are doing it from choice, thus showing a disposition to be progressive.

RETARDED AND SPECIAL CLASSES.

In accordance with the provision of the law enacted in 1912 requiring the organization of classes for children three years or more behind grade, two such classes have been organized. These classes are taught by teachers who have taken special courses in order to qualify for the special certificate

required of teachers in charge of classes of this type. In both classes the pupils are given all the work in the ordinary school branches that they can assimilate and in addition are taught to use their hands as skillfully as possible in different useful occupations. For example, much skill has been developed in caning chairs. As a matter of fact many of these pupils have mastered this occupation so well, that they receive frequent orders from people needing repairs of this character, and are thus able to earn some money for themselves.

The girls are taught, in addition to the regulation school work, to do plain cooking, plain sewing and the care of the home. These classes are limited to fifteen pupils in number by law, thus enabling the teachers to do work with each child as an individual when necessary, a very desirable practice with classes of this type.

The organization of these classes, has enabled us to improve the grading in our schools, and it has also enabled us to place children who were formerly very unhappy in the regular grades in an environment where they are contented and happy, and where they can be given work much better suited to their peculiar needs, than the work given in the regular grades.

The special class maintained for boys who, although not always three or more years behind grade, need individual help and very close supervision has been continued and has proved itself very useful.

SUMMER SCHOOL.

The work of the Summer School in the Silver Lake section was continued with a new corps of teachers in charge. An interesting report of the work accomplished during the six weeks the school was in session, was rendered to the Superintendent by Mr. Henry G. Lyon, the principal, under whose direction the work was conducted, and is quoted in part:

"An idea of the interest taken by the people of this section in the summer school work may be gained from the fact that nearly every family in the Bloomfield section of Silver Lake had at least one child in the school. We were frequently requested by people residing in the Belleville and Newark sec-



CORN EXHIBIT—BROOKDALE SCHOOL.

8 The Greeks

The Greeks were the successors of the Phoenicians in the commerce of the eastern Mediterranean. After the fall of Carthage, Alexandria became the commercial city of the world, it was situated near the mouth of the Nile and became a great distributing point for the sea trade.

Specimen Pupil's penmanship, Sept. 1913.

The Greeks

The Greeks were the successors of the Phoenicians in the commerce of the eastern Mediterranean. After the fall of Carthage, Alexandria became the commercial city of the world, it was situated near the mouth of the Nile and became a great distributing point for the sea trade.

Palmer Method penmanship, Same pupil, June, 1914.

tions to allow their children to attend the school, but were obliged to refuse. Had such requests been granted the enrollment would probably have been doubled. Parents and others interested visited the schools on several occasions and seemed much pleased with the work. During the session much time was given to instruction in English, as our pupils are generally very deficient in this subject, owing to the fact that dialects of the Italian language are generally spoken at home, and the language of the street is the only one which many of the pupils have any chance to learn.

"Great interest was shown by pupils in the shop-work and also in the sewing classes. A large number of useful household articles were made by each of the boys, and no pupil was permitted to take home any article until it had been completed in a satisfactory manner. Each girl finished a dress and also aprons, sweeping caps and other articles.

"The general excellence of the manual training work, together with previous experience in other schools of this character lead me to the belief that whenever it shall be possible to provide the facilities; manual training, domestic science, and other industrial work might well be substituted for a considerable amount of the regular grade work.

"The Summer School involves a very small expenditure of money by the town, but I believe that the results obtained have been such as to amply repay the expenditure, in lessons of neatness, promptness, regularity and above all of silence and order; while a clean and fairly cool building is provided where children may pass their time in useful and profitable employment, who would otherwise have no place except the hot and dirty streets.

"The public school is undoubtedly the vital element in the Americanization of this community. The importance of its work to the people of this section and to the whole town at large can hardly be overestimated."

MEDICAL INSPECTION.

Since our last report on medical inspection was written, it has been deemed wise to have all candidates for the various

teams undergo a special examination to test physical fitness for the work to be undertaken, thus adding a new duty to the work of the medical inspectors. Otherwise, the work has been directed along the usual channels.

A report from each of the medical inspectors will be found on some of the pages which follow.

BOARD OF EXAMINERS.

The Board of Examiners have met three times during the year and considered forty-five applications for a license to teach in our schools.

ATHLETICS.

The opening of the new high school building brought with it many increased opportunities along athletic lines. The fine gymnasium, equipped with a running track and thoroughly up-to-date apparatus, has had a strongly stimulating effect upon indoor athletics. During the fall and winter numerous basketball teams were formed and an inter-class series of games arranged. A great deal of interest and enthusiasm were aroused and a large number of pupils received the benefits to be derived from this healthful form of exercise. An indoor track team was organized, thus appealing to the interest of another group of students, while still another group became interested in a gymnasium team.

In organizing these different activities the thought always in mind is to plan the work so as to interest a maximum number of the pupils.

The gymnasium, as a helpful factor in our school work, is particularly noticeable during the winter months, when out of door sports and activities cannot be carried on because of the inclemency of the weather. After a day of mental toil it is a great relief to many of the pupils to be able to indulge, for an hour after school, in a pastime that brings tone and vigor to the physical nature. The regular class work in the gymnasium has also proved its value as tonic in developing the physical well being of the pupils.

The exhibition of work done by the gymnasium classes

during the latter part of March was well attended and received many favorable comments from those present. Considering the length of time the classes have been established a very creditable showing was made.

The out of door athletics have been carried on in the usual way and good success attained, the baseball team and the track team having made unusual records.

The baseball team lost but two games out of a schedule of eleven and defeated the team from the High School of Commerce which held the championship of Greater New York. It was one of the best teams that ever represented the school on the baseball diamond.

The track team also made a reputation for itself by winning points in several important meets, and by winning the cup in the four-cornered meet, in which teams from the high schools of Nutley, Belleville and Montclair were the other contestants.

LECTURE COURSE.

The free lecture course continues to be popular with the public. In arranging for the lectures to be given, subjects that are instructive, as well as entertaining, are chosen. The audiences are usually large and appreciative, and we are informed by the lecturers, that our audiences are among the most orderly before whom they appear.

A list of the lectures given appears on another page.

PLAYGROUNDS.

The most of our elementary schools are surrounded by playgrounds of a sufficient size to permit of games and recreation of various kinds during the recess periods, and good use is being made of these facilities. During these recreation periods a teacher is usually on hand to see that excesses are avoided, and sometimes to suggest suitable games for the various groups. These out-of-door recess periods afford an opportunity for a much needed relaxation from the regular class work, and it is believed the time is well spent and that as a result better work is obtained in the class rooms.

The high school teams are able to hold practice games on the grounds surrounding the building, or on the grounds between Broad street and the old high school building, but in neither case is the area sufficiently large to permit of playing match games, the only available field for the regular games being found in the public parks. Those grounds are not thrown open to public use until quite late in the Spring, and this tends to delay the opening of the baseball season.

The lack of a suitable field under direct control of the school authorities is quite a serious handicap in developing our out-of-door athletic activities. The securing of a suitable athletic field for the use of our various school teams, might prove to be an interesting problem to the Board of Trade or to the Town Improvement Association.

GIFTS.

Since the last report was written gifts have been presented to the High School by Mr. Thomas Oakes and the Latin Club. The Town Improvement Association has continued its interest in beautifying the grounds of our various schools. Entire financial responsibility was assumed for the beautiful shrubbery and evergreens planted on the High School grounds.

In our new laboratories we have been able to find accommodations for the fine collection of minerals presented to the school by the estate of the Rev. E. Seymour in 1910, and the work of arranging the gift in the form of a permanent exhibit has been partially completed.

We are grateful for all of these remembrances.

CONCLUSION.

In conclusion, I wish to commend the earnest work done by teachers, principals and supervisors and to thank the members of the Board of Education for their hearty support and words of encouragement.

GEORGE MORRIS,
Superintendent of Schools.

CLIFFORD WRAY

On January twelfth, nineteen hundred and fourteen, Clifford Wray, the principal of our Evening School, passed away after an illness lasting less than three days.

His genial disposition, together with his well developed sense of fair play, won him lasting friendship and loyal support on every side.

For the success of the school he gave of his enthusiasm, knowledge and strength, fully and freely, and in his death the school sustained a profound loss.

It is sincerely hoped that the pure, simple, manly life which he led may leave its impress upon the young men and young women with whom he came in contact.

BLOOMFIELD, N. J., June 30, 1914.

Mr. George Morris, Superintendent of Schools:

DEAR SIR:—In submitting an annual report of medical inspection in the schools this year, two important factors which have influenced the all-round efficiency of my work stand out prominently. It is to them that special attention is called. In practically all other particulars the inspection has been carried on as in the past, showing, however, in retrospect a real growth and development along many lines too detailed to be considered here.

The first factor to be emphasized this year is a distinct asset—a visiting nurse. Bloomfield's Public Health Nurse was authorized last fall by the Board of Education to visit school children on the request of the medical inspectors. Three hundred and forty-eight (348) such visits have been made, without expense to the town, to the homes of children from the schools under my care. The results of these visits have been at least three fold:

First: Parents have been made to understand what the children under consideration need.

Second: Where necessary, lessons in home and personal hygiene have been simply and effectively given.

Third: Causes of suspicious absence have been immediately investigated and promptly reported (within a few hours at most) to the inspector so that precautions against the spread of infectious diseases in the schools have been more effective than has before been possible. Such in barest outline, has been the work of the nurse.

The second factor, which has closely affected the work of the year, has been the unfortunate lack of co-operation between the various persons and public authorities concerned in the re-admission to school of pupils who have been under quarantine. Solely from the medical inspector's point of view, but with the feeling that this point of view need in no way limit a vision of the whole field, I should like to present

the following facts and possible conclusions to be deducted therefrom.

First: Medical inspectors are appointed under rules of the New Jersey State Board of Education. Their duties are definitely assigned and certain restrictions upon them are definitely imposed. All the duties prescribed are to be fulfilled at the school buildings and the treatment of school children by the inspector unless also the "regular medical attendant of the family" is strictly forbidden. From this it seems to follow that the whole of a medical inspector's work as such should be literally and actually confined to work in the schools proper, and should never be done at the inspector's personal office, nor in the homes of the children.

Second: The Board of Health has and should have absolute authority to determine upon and carry out any regulations or procedures designed to protect or further the public health. Physicians in all branches of work, and particularly, it seems to me, medical inspectors of schools, should co-operate as fully as they can to bring about the desired results, i. e., the protection of the public at the least possible inconvenience and expense.

Third: Local Boards of Education are required by the State Board to "conform carefully to all rules of local Boards of Health in the matter of quarantine." It does not seem possible, therefore, for the Board of Education to assume any responsibility whatsoever in the matter of the return to school of quarantined children, when the local Board of Health makes an arbitrary ruling, which mentions neither the Board of Education nor any one of its staff of workers. If the Board of Health requires a physician's certificate, as well as its own official permit, before re-admission to school after quarantine, it would seem fair that the Board of Health should provide a physician (as it does for compulsory vaccination) to issue these certificates in all cases where children are, for any reason whatsoever, liable to be kept out of school longer than is necessary for the protection of the public.

Fourth: As the Board of Health makes a distinction in its

BLOOMFIELD, N. J., June 29, 1914.

Mr. George Morris, Superintendent of Schools:

DEAR SIR:—It is with some degree of pleasure that I am permitted to submit to you the report of the work done by me as medical inspector of the four schools under my charge during the past year.

The work has been rather more arduous than in previous years, due to the greater prevalence of contagious diseases. The schools had been open only a few weeks when the regular annual inspection of the pupils was necessarily delayed because of an outbreak of scarlet fever in Watsessing School, which required much extra daily time of the medical inspector to assist in curbing it. While this school suffered most, still this disease manifested itself considerably among the pupils of the other schools under my care, except Silver Lake.

Thanks to the very efficient assistance of the principals and the Health Officer, and the rigid enforcement of the quarantine required by the Board of Health, the rather epidemic form of the disease was finally controlled.

Diphtheria also appeared, but did not assume as much of an epidemic form as did scarlet fever, and was more scattered among the children of the various schools. It was rigidly treated and quarantined and was much easier controlled than was the scarlet fever.

Measles, and later whooping cough, made their appearance in Berkeley and depleted the attendance of the pupils in the lower grades for a time. A few scattering cases of chicken pox and mumps developed and the quarantine required was maintained over them as it was over the other contagious diseases.

Thus you see that an unusual amount of the Medical Inspector's time was taken up with the supervision required before these children, and others in the same families that had been exposed to the same diseases, were allowed to return to their classes.

handling of different kinds of communicable diseases, so also might it be willing to make a difference in the re-admission of different kinds of quarantine cases to school. For instance, in all quarantine cases, excepting those due to smallpox, diphtheria and scarlet fever, the Board of Health might delegate to the medical inspectors under the Board of Education, the duty of re-admitting pupils to the class room. This could be done at the school buildings during the regular visits of the inspectors. If proper blanks were furnished, the Board of Health records could be easily kept complete and up-to-date. A saving of time and money would also be accomplished. There is apparently no reason why medical inspectors should not observe the rules of quarantine of the Board of Health, as consistently and as conscientiously as any other duly authorized official, such as the Secretary of the Board of Health.

I have gone into this matter in some detail because of the constant difficulties presented during the year by existing conditions. At times it has seemed almost impossible to know the right course to pursue so that no one could fairly lay claim to injustice. The result has been that in many cases I have been unjust to myself and to medical inspectors as a class, by establishing precedents which none of us can be expected to follow.

This report would hardly be complete did I not add at least a summary of the year's work in the schools. I therefore append a very few figures and for other statistics logically connected with this branch of school work, refer to the data already submitted to you for the county records.

Number of visits to schools, 174.

Number of pupils enrolled, 1,658

Number of examinations and inspections, 1,769

Number of certificates of physical qualifications for "age and schooling certificates," 22.

Respectfully submitted,

GERTRUDE WARD,

Medical Inspector.

The number of pupils enrolled during the year was as follows:

	Boys.	GIRLS.	
Berkeley.....	334	326	660
Silver Lake	60	72	132
Fairview.....	278	291	569
Watsessing	266	265	531
Total.....	938	954	1,892

All, with a few exceptions, were observed for mental or physical defects, and some of them, by being referred to me, were seen several times during the year.

As in former years the most common defect, and sometimes the one that retarded the advancement of the pupil most, was decayed teeth. The number of children suffering from the effects of neglect of the care of the teeth is truly appalling. The need of a good clinic for the filling and preservation of the teeth is very apparent. But here it is gratifying to find that the number of children whose parents are giving heed to the warning of the presence of bad teeth is steadily growing.

The number of children whose health is being impaired by the presence of hypertrophied tonsils and adenoids is rapidly decreasing, due to the excellent clinical facilities for removing them at the hospitals.

Many parents have availed themselves of the opportunity to have tonsils and adenoids removed from their children, and the improvement in the children and their work is marked in many cases. With but few exceptions the children who have defective vision have had the defect remedied by properly fitted glasses, much to the advantage of the pupil and his work.

The high standard of sanitation of the school buildings and grounds have been maintained throughout the year, except at Silver Lake, and here the best possible has been done, considering the location of the school. We are all looking forward to the time when this school will be comfortably and healthily housed in the new building. With all the sanitary

disadvantages of the Silver Lake School, the health of the pupils has been excellent during the year.

It was my privilege to address the entire teaching force of the Bloomfield public schools in the auditorium of the high school on the differential diagnosis of the contagious diseases in their early stages.

Respectfully yours,

J. S. WOLFE, M. D.,

Medical Inspector.

SCHOOL ENROLLMENTS.

DAY SCHOOLS.

NET ENROLLMENTS 1913-1914.

No. 1. High School	373
No. 2. Berkeley School.....	660
No. 3. Brookside School	571
No. 4. Center School	406
No. 5. Brookdale School	123
No. 6. Silver Lake School	132
No. 7. Fairview School	560
No. 8. Watsessing School	531
No. 9. Park Grammar School....	185

Total.....3,550

TOTALS.	TOTALS
1890..... 1008	1905..... 2247
1893..... 1161	1906..... 2425
1896..... 1382	1907..... 2562
1897..... 1477	1908..... 2629
1898..... 1643	1909..... 2688
1899..... 1678	1910..... 2751
1900..... 1760	1911..... 2966
1901..... 1774	1912..... 3174
1902..... 2972	1913..... 3372
1903..... 2102	1914..... 3550
1904..... 2153	

DAYS' ATTENDANCE.

1902.....	244,000
1903.....	264,000
1904.....	288,000
1905.....	308,000
1906.....	337,900
1907.....	350,000
1908.....	371,000
1909.....	380,000
1910.....	392,000
1911.....	431,000
1912.....	455,000
1913.....	489,000
1914.....	521,000

EVENING SCHOOLS.

Net Enrollment 1904-1905....	211	Total Attendance.....	2673
Net Enrollment 1905-1906....	232	Total Attendance.....	4369
Net Enrollment 1906-1907....	273	Total Attendance.....	5076
Net Enrollment 1907-1908....	268	Total Attendance.....	5225
Net Enrollment 1908-1909....	285	Total Attendance.....	7405
Net Enrollment 1909-1910....	284	Total Attendance.....	7671
Net Enrollment 1910-1911....	309	Total Attendance.....	7087
Net Enrollment 1911-1912....	321	Total Attendance.....	6565
Net Enrollment 1912-1913....	409	Total Attendance.....	10436
Net Enrollment 1913-1914....	461	Total Attendance.....	11470½

FINANCIAL STATEMENT.

BLOOMFIELD, N. J., July 1, 1914.

To the Board of Education:

GENTLEMEN:—I herewith submit the annual financial statement for the school year ending June 30, 1914:

RECEIPTS.

Balance, July 1, 1913, as follows:

Current Expenses	\$	678	42	
Manual Training		25	44	
Buildings		2,564	60	
New Building		7,146	85	
				\$ 10,415 31
Received from State, acct Current Expenses..	\$	84,307	28	
“ “ Town, acct. Current Expenses		59,000	00	
“ “ State-Manual Training		5,000	00	
“ “ Town-Manual Training..		5,000	00	
“ “ Miscellaneous Sources:				
Tuition	\$	807	67	
Interest on deposits..		529	84	
Other sources		638	31	
		1,975	82	155,283 10
				<u>\$165,698 41</u>

DISBURSEMENTS.

CURRENT EXPENSES AND LIBRARY.

Teachers' Salary (Day and Evening).....	\$101,452	22
Janitors' Salary (Day and Evening).....	8,089	32
Supplies and Other Expenses of Instruction..	8,075	46
Text Books	4,769	39
Transportation of Brookdale Pupils	645	00
Tuition paid to Other District.....	320	00
Fuel	6,111	20
Light, Power and Water.....	2,562	23
Medical Inspection	745	00
Apparatus	680	70
Insurance Premiums	277	40

Lectures.....	141	41
Salary Secretary to Superintendent and Expenses Superintendent's Office.....	796	21
Salary Secretary Board of Education and Supplies Board of Education.....	706	97
Wages of Other Employees	52	25
Library	278	73
Incidental Expenses, Telephone, Printing, etc..	598	50

\$136,301 99

MANUAL TRAINING—

Teachers' Salaries ..	\$ 8,358	50
Material and Supplies	1,769	12
		<u>10,127 62</u>

BUILDINGS—

Repairs, Leasing, Equipment and Furnishing ..	\$11,424	00
New High School	7,244	69
		<u>18,668 69</u>
		<u>\$165,098 30</u>

BALANCES IN HANDS OF TREASURER—

Current Expenses	\$	496	91
Manual Training ..		48	83
Library		1	27
Buildings ..		53	10
			<u>600 11</u>
			<u>\$165 698 41</u>

Respectfully submitted,

EDGAR S. STOVER,
Secretary.

RULES AND REGULATIONS.

SESSIONS.

Elementary Schools,	9:00 to 11:55 A. M. 1:15 to 3:00 P. M.
Morning Recess 10 minutes.	
Kindergartens,	9:00 to 11:30 A. M. 1:15 to 2:30 P. M.
High School,	9:00 to 12:10 A. M. 1:40 to 3:10 P. M.

School doors open at 8:30 A. M. and close at 3:30 P. M. From December 1 to March 30, the buildings are open during the noon hours. At all other times the doors are open from 8 A. M. to 4 P. M., only when the weather is wet or stormy.

The Superintendent of the Schools may order half-day sessions because of weather conditions.

Excuses for absence or tardiness must be signed by the parent or guardian, and state that the absence or tardiness was with the knowledge and approval of the signer or the equivalent. All lessons may be counted zero until made up in a manner satisfactory to the teacher. No lesson may be made up until an excuse has been accepted.

No charitable appeals may be laid before any class.

No person may visit any school or class to see any teacher or pupil upon business of any kind.

The schools are always open to the inspection of the public, and parents and citizens are cordially invited to visit them at any time.

Teachers are present at schools from 8:40 A. M. to 12 M., and from 1 P. M. to 3:30 P. M.

Teachers visit two days each year such schools as they may arrange with their superior officers, and report in writing. In addition, teachers may be absent on account of sickness two days in the year without deduction of compensation. Such sickness is certified in writing to the Superintendent. For all other absences of less than twenty consecutive school

days, the amount paid substitute is deducted. Absence without accepted excuse leads to deduction of salary in full. Special cases are referred to the Board.

The compensation of substitutes is \$1.50 per school day in Grades I to VIII, also in the Kindergarten, and \$2.50 in Grades IX to XII. Substitutes who serve five days continuously in the same class may receive \$10.00 per week. Substitutes certify in writing to the Superintendent each day's service at each time.

Principals will report in writing, monthly or oftener, failures of specialists or class teachers to be present upon the time set in these schedules and rules.

The duties of teachers include required attendance at school, grade, special and general meetings, not exceeding five in any one month. The duties of principals and specialists include required attendance at all meetings designated by the school authorities. Teachers and principals visit the pupils' homes in the performance of their educational obligations to circumvent truancy, to quarantine cases of suspected disease, and to consult parents in their children's interests. The results of such visits, when unsatisfactory or otherwise noteworthy, are reported in writing to the proper authorities.

Tuition for non-residents shall be as follows:

High School, \$60 per year.

Grammar Grades, \$40 per year.

Primary Grades, \$20 per year.

FREE PUBLIC LECTURES AT CENTER SCHOOL.

1913.

- October 24—"Glacier National Park," by Mr. Robert J. Weyh.
November 14—"Cocoanut, Coral and Cannibals," by Mrs.
Lillian S. Fisher.
December 12—"Coaching Through Switzerland," by Mr.
Charles Rollinson.

1914.

- January 16—"The Grand Canyon of Arizona," by Mr. Nat
M. Brigham.
February 6—"Trinidad, the Land of the Humming Bird," by
Mr. Julius Lyder.
March 6—"Modern Fire Fighting and Prevention," by
Mr. Frederic W. Buob.

CALENDAR FOR 1914-1915.

FIRST TERM:

Begins Wednesday, September 9, 1914.
Ends Wednesday, December 23, 1914.

SECOND TERM:

Begins Monday, January 4, 1915.
Ends Friday, March 26, 1915.

THIRD TERM:

Begins Monday, April 5, 1915
Ends Friday, June 25, 1915.

HOLIDAYS:

Labor Day.
Columbus Day.
State Election Day.
Thanksgiving and day after.
Lincoln's Birthday.
Washington's Birthday.
Good Friday.
Memorial Day.

PROGRAMS OF GRADUATION.

HIGH SCHOOL, JUNE 16.

Processional, War March of the Priests (from "Athalia")

Mendelssohn

Invocation - - - Rev. William T. Wilcox, D. D.

Chorus, Build Thee More Stately Mansions - Arthur Farwell

Oration, "Work of Primary Grades."

Eleanor Carrie Gilbert.

Oration, "Work of Grammar Grades."

Anna E. Shapiro

Orchestra, Alla Stella Confidente - F. H. Losey, Op. 324

Oration, "Academic Work of High School."

Helen Tompson

Oration, "Special Features of High School Work."

Frederick Daniel Kircher

Oration, "Student Activities and Evening School Work."

Norman Frederik Dahl

Part Songs,

(a) The Stormy Evening - - - G. W. Chadwick

(b) The Endless Song - - - W. H. Neidlinger

Address to Graduates

HON. A. B. MEREDITH

Associate Commissioner of Education of State of New Jersey.

Presentation of Alumni Prize

Peter C. Mann

President High School Alumni Association.

Presentation of Diplomas and Certificates

Mr. Thomas Oakes

President Board of Education.

School Song

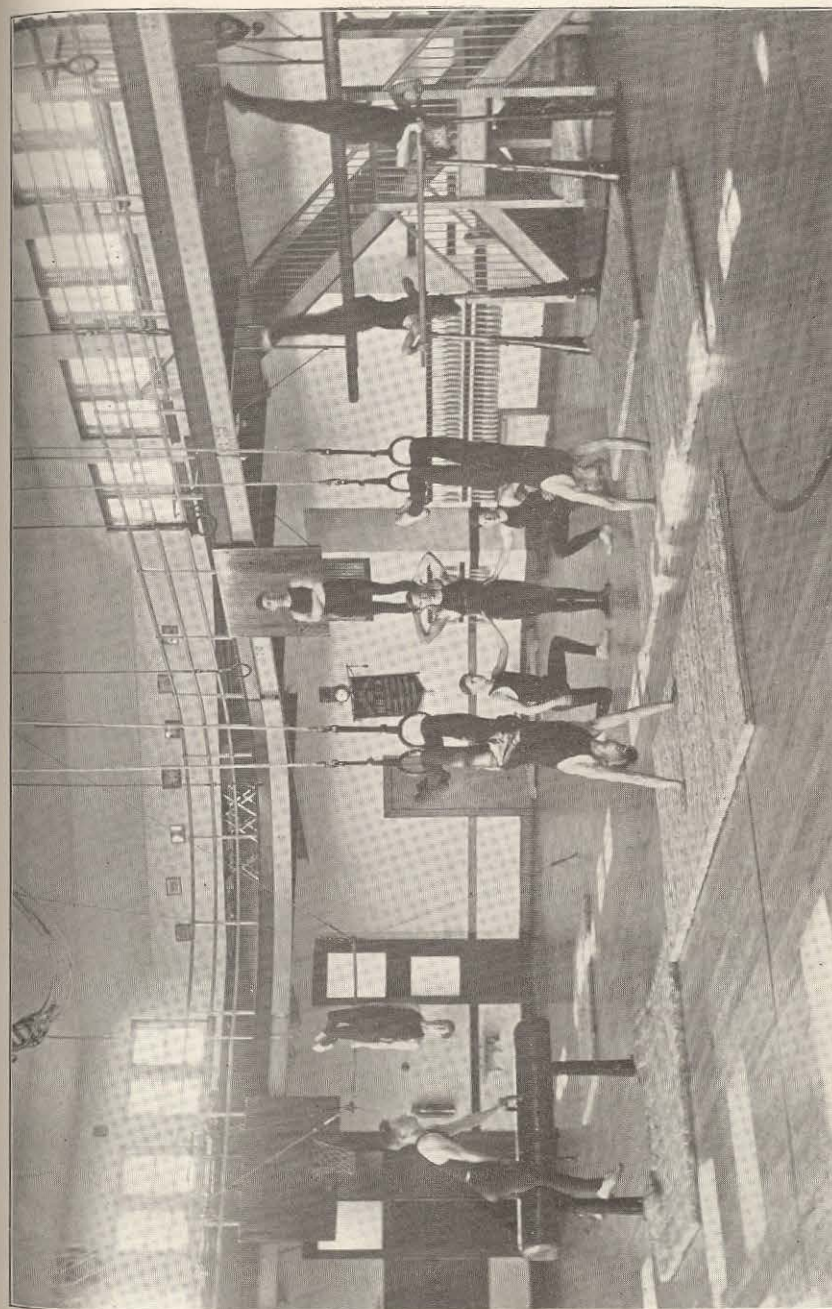
Benediction

Rev. William T. Wilcox, D. D.

Orchestra, Miss Liberty - - - Sidney LeRoy

Musical Director—Mr. P. J. Smith.

At the Piano—Wright H. Burnet, '14.



HIGH SCHOOL GYMNASIUM TEAM.

GRADUATES RECEIVING DIPLOMAS.

Lesley F. E. Berry,	Bessie Shapiro,
Ruth Olive Betts,	Edna De Witt Smith,
Helen F. Brady,	A. Chrystine Snavelly,
Adelaide Alyce Chabot,	Ethel Helene Stanhope,
Sadie K. Cowie,	Marian G. Stone,
Dorothy Isabella Davison,	Lillian Mary Sullivan,
Catherine Roberts De Witt,	Ruth Gillespie Thomson,
Lillian Haslam Edgerley,	Helen Tompson,
Ellen Jeannette Ferguson,	Josella Marguerite Vogelius,
Ester I. Fisser,	Robert Bolton, Jr.,
Miriam Ada French,	Henry Frederick Branstater,
Eleanor Carrie Gilbert,	Wright H. Burnet,
Mary Regina Grissing,	Percival Henry Chance,
Gladys Marie Heischmann,	Harry Cullen,
Zoe Campbell Hennion,	Norman Fredrik Dahl,
Grace Dorothy Johnson,	Warren Stalker Davis,
Florence Eugenia Kern,	Ralph Harris,
Ethel Gertrude Kyte,	Theodore C. Hock,
Ruth A. Lamb,	Willis L. James,
Emilie P. Lindner,	Frederick Daniel Kircher,
Letitia McClurg,	Fearon Moore,
Mildred Chapple Nicholson,	Toufick Nicola,
Lillian Morse Parker,	Alfred Pettit, Jr.,
Margaret May Patterson,	G. Kenneth Scudder,
Margaret S. Rodgers,	James J. Thompson, Jr.
Ethel H. Sadler,	George Van Tassel,
Mabel C. Schoonmaker,	Arthur Frederick Winkler,
Lillian Elizabeth Seibert,	George Winter.
Anna E. Shapiro,	

PUPILS RECEIVING CERTIFICATES.

Lorena Genevieve Day,	George W. Davis,
Phebe A. Jacobus,	Clifford Storms,
Clifford L. Butterworth,	Harold Young.

GRADUATES BY YEARS.

Year	Diplomas	Year	Diplomas	Year	Diplomas
1876.....	11	1889.....	10	1902.....	13
1877.....	5	1890.....	6	1903.....	15
1878.....	5	1891.....	15	1904.....	17
1879.....	2	1892.....	12	1905.....	10
1880.....	No record	1893.....	18	1906.....	19
1881.....	No record	1894.....	10	1907.....	17
1882.....	No record	1895.....	15	1908.....	18
1883.....	6	1896.....	12	1909.....	25
1884.....	12	1897.....	8	1910.....	14
1885.....	8	1898.....	8	1911.....	20
1886.....	4	1899.....	12	1912.....	30
1887.....	13	1900.....	9	1913.....	36
1888.....	9	1901.....	18	1914.....	57

RECORD OF PERFECT ATTENDANCE.

	For Nine Years	
	Fearon Moore	
	For Seven Years	
Perry Moore, Charles Seibert,		Theodore Buck, Guernsey Jones.
	For Six Years	
Howell Cogan, Ruth King		Mildred Demarest, Joseph Williams.
	Lillian Parker,	
	For Five Years	
Ethel Stevens,		Arthur Kopf.
	For Four Years	
Elwood Adler, Margaret Dale, Gladys Heischmann,		Martha Hock, Helen Cogan, Harold Winkler.
	Elizabeth Nixon,	
	For Three Years	
Helen Brady, Elizabeth Cullen, Catherine Fish, John Untiedt,		Harry Riorden, Helen Scherff, Harold La Quay, Esther Murdock.
	For Two Years	
Harry Cullen,		Arnold Wayler,
	Evelyn Noble.	
	For One Year	
Olive Abel, Ruth Ayers, Leonard Bleecker, Eleanor Durr, Ester Fismer, John Goggin, Rita Coggin, Phebe Jacobus, Elizabeth Johnson, Grace Johnson, Frederick Kircher,		Emilie Lindner, Helen Morris, Sadie Nicoll, Genevieve O'Brien, Charles Simmons, Edna Smith, Marian Stone, Robert Taylor, Leofric Temple, Allen Wilcox, Olga Wolff.

PARK GRAMMAR SCHOOL.

*Orchestra		
Chorus, "The Heavens Are Telling"	- - - -	Haydn
	By the Graduating Class.	
Invocation	- - - -	Rev. John Ogden Winner
		Pastor of the Park M. E. Church.
President's Address		
	Lorin A. W. Suplee	
Recitation, "Sister Ernestine's Beau"	-	Belle Marshall Locke
	Ruth Johnson	
Chorus, "The Lost Chord"	- - - -	Sullivan
Class History, "Looking Backward"		
	Helen K. Gahs	
Recitation, "The Leak in the Dike"	- -	Phoebe Cary
	George B. McCann	
Piano Solo, "Sextet from Lucia de Lammermoor"	-	D. Krug
	Dorothy E. Lawrence.	
Recitation, "The Newsboy's Debt"	- -	H. R. Hudson
	Mable R. Wiessmann	
Chorus, "Medley"	- - - -	C. A. White
	By the Graduating Class	
Recitation, "Pleasures of Picnicing"	- - -	Anom
	Carl T. Zimmerer	
Valedictory		Lucy Dahl
Presentation of Diplomas	- -	Mr. Frederic R. Pilch
		Member of Board of Education.
"Class Song"	-	Words Composed by Members of the Class
*Orchestra made up of pupils from various Grammar Schools.		

GRADUATES.

Anna E. Abramowitch,
 *Ethel M. Allen,
 Charles W. Avery,
 Bessie M. Albert,
 *Forgie H. Artopoeus,
 Florence Ashbey,
 Alice W. Andrews,
 George F. Askin,
 William Anderson.
 Clarence L. Allen,
 Joe Ash,
 Percy K. Ayers,
 Edward G. Allen,
 *Phyllis M. Bell,
 *Winifred E. Bell,
 Blanche E. Betts,,
 Rose G. Bohr,
 Regina E. Bohr,
 *Alberta C. Block,
 *Anna Bindschaedler,
 *Ida M. Behrens,
 Mildred E. Bolton,
 Clara G. Bollenbach,
 *Ruth C. Beardsley,
 Helen I. Batzle,
 Nathan S. Bowen,
 Frank Boehme,
 Preston A. Bathgate,
 Wilbur G. Boughton,
 Osborne G. Buchanan,
 George Baldwin,
 *Isabel E. Crystal,
 *Helen Collins
 Fanny Cohen,
 *Jessie M. Cummings,
 Olive M. Conley,
 *Melville M. Cadmus,
 William F. Crapes,
 Hannibal H. Cozzolino,

Edith H. Hopping,
 Myrtle L. Hopping,
 Carl Hambacher,
 Christopher H. Helmke,
 Charles D. Holmes,
 *Ruth Johnson,
 *Florence Johnson,
 Grace Jacobus,
 Elizabeth M. Jacobs,
 Henry T. James,
 *Doris E. King,
 Ethel E. Koppelman,
 Abraham Krohn,
 Elsie P. Kropf,
 Anna M. Koch,
 Lydia Kellberg,
 Gladys P. Lindsay,
 George Lennox,
 *Dorothy E. Lawrence,
 *Estelle M. Lambert,
 Raymond A. Loppacker,
 *Katrine M. Loppacker,
 *Elsie P. Levandoski,
 *Thelma K. Lamb,
 Edward P. Lambert,
 Ruth C. Marsh,
 Nina Montero,
 *Gladys R. Moffat,
 *Florence M. Marshall,
 Connard J. Martin,
 William B. Maxwell,
 George B. McCann,
 *Lucretia D. Oakes,
 Genevieve K. O'Neil,
 Robert R. Pilch,
 Thomas L. Priestley,
 Roscoe Peloubet,
 Gertrude K. Parizot,
 Edna L. Rist,

GRADUATES—Continued.

Herbert A. Conroy,
 George C. Catlin,
 Howard A. Clarke,
 Louis A. Conklin,
 Samuel Crease,
 Marvin G. Christie,
 Helen L. Davison,
 *Marguerite C. De Jonge,
 *Esta G. Decker,
 Ruth Damburg,
 *Lucy Dahl,
 Ellsworth E. Dougherty,
 William E. Desmond,
 *Margaret J. Ericson,
 *B. Mildred Evans,
 Ellen M. Edland,
 Arthur R. Ericson,
 Lawrence A. Edland,
 Martha F. Ferguson,
 Grace L. Fuller,
 Alice K. Ferguson,
 *Louise Feige,
 Leonard J. Federici,
 Josephine*G. Flannery,
 Julius T. Frater,
 Robert G. Franck,
 Grace C. French,
 Ray B. Fuller,
 Wendell P. Felton,
 *Eleanor Gilbert,
 *Helen K. Gahs,
 Zigmund Gostkowski,
 Kenneth G. Gilson,
 John Garner,
 Earl L. Griffith,
 *Marie R. Hock,
 *Helen M. Hauser,
 Grace A. Hawkins,
 Helen Howard,
 Josephine A. Hildebrandt,
 *Ethel M. Harrington,

Margaret M. Rochow,
 *Marion J. Richardson,
 Edwin S. Richardson,
 Kenneth E. Ritscher,
 George O. Rissler,
 Lillian M. I. Schmig,
 Stella B. Slavinski,
 Jennie D. Stances,
 Mary R. Schleich,
 Mildred C. Skinner,
 Bertha I. Stager,
 Albert Smith,
 Carrie H. Smith,
 Dorothy H. Seibert,
 Minnie Shapiro,
 *Natalie M. Slawson,
 Raymond D. Schott,
 Edward B. Salinger,
 Ferdinand Spalletta,
 Isidor B. Samuel,
 James B. Schoefield,
 Lorin A. W. Suplee,
 Schuyler W. Tompson,
 Langdon J. Taylor,
 *Helen L. Thompson,
 Wardwell G. Thomas
 Gavin P. Taylor,
 *Grace M. Vreeland,
 *Ethel M. Vreeland,
 *Edna I. Van Winkle,
 Edmund L. Vogelius,
 *Doroghty A. Weden,
 Elsie M. Weden,
 Frederic C. Wright,
 Albert J. Wilhelm,
 Fred W. Widman,
 Ethel F. Winter,
 Eleanor A. Wadsten,
 *Lillian Weston,
 *Mable R. Wiessman,
 Ogden Winner,

GRADUATES—Continued.

*Esther Hansen,	Merton A. Walker,
*Gertrude Hammond,	Maynard D. Wolfe,
Earnest L. Hochstuhl,	Frank N. Williams,
Russell E. Heckel,	*Mildred R. Yuengling,
Frank W. Harrison,	Bertha Zeim,
Virginia A. Harrison,	Carl T. Zimmerer,

*These pupils made their graduation dresses in the sewing department.

CLASS OFFICERS.

President	- - - -	LORIN A. W. SUPLEE
Secretary and Treasurer	- -	GERTRUDE HAMMOND

RECORD OF PERFECT ATTENDANCE.

	For Eight Years	
	Robert G. Franck	
	For Seven Years	
	Lawrence A. Edland	
	For Six Years	
	Edna L. Rist	
	For Five Years	
Lillian Weston,		Stella B. Slavinski,
Florence M. Marshall,		Katrine M. Loppacker.
	For Four Years	
Frank N. Williams,		Florence Johnson,
Carl Hambacher,		Ruth Johnson,
Fred W. Widman,		George C. Catlin
	Jennie D. Stances.	
	For Three Years	
Julius T. Frater,		Jessie M. Cummings.
Myrtle L. Hopping,		Helen K. Gahs.
	For Two Years	
Josephine A. Hildebrandt,		Albert C. Block,
Mildred R. Yuengling,		Virginia A. Harrison,
Grace M. Vreeland,		Mary R. Schleich,
Helen Collins,		Sam Crease,
	Earl Griffith.	

For One Year

Edwin S. Richardson,	Rose G. Bohr,
Thelma K. Lamb,	Genevieve K. O'Neil,
Grace E. Fuller,	Lucy Dahl,
Ethel M. Harrington,	Esther S. Hansen,
Henry T. James,	Grace A. Hawkins,
William E. Desmond,	Thomas L. Priestley,
George Lennox,	Natalie M. Slawson,
Maynard D. Wolfe,	Mary M. Cooney.

CLASS SONG, 1914.

September came with all its beauty, bringing with it thoughts of duty.
Then it said, "Good bye"; winter came in all its glory,
Students learn of Whig and Tory, and more sums they try.
Winter ending, school attending, they the prize to win,
O what shivers, O what quivers, when the tests begin,
Teachers find each pupil busy, school work fairly makes them dizzy,
And life is a grind.

CHORUS.

Good-bye eighth grade, tried and true, hello, Bloomfield High!
Let's have a jolly summer, one and all, just to break the record we'll try.
Every girl and boy is full of joy, freshman year's drawing nigh
And so it's good-bye eighth grade, tried and true, hello, Bloomfield High'

When vacation days are o'er, and the school bell rings once more,
Back to school we'll go, always ready, always working
In our lessons, never shirking, till our work we know
When 'tis over, we're in clover, winter seems like June.
We go riding, we go sliding, 'neath the bright new moon.
We are never melancholy, but we're always bright and jolly,
And the world's in tune.—*Chorus.*

CLASS MOTTO—"Labor Conquers all Things."

RECORD OF PUPILS NEITHER ABSENT NOR TARDY.

BERKELEY SCHOOL.

For Five Years

Edmund Corby,	Grade 7	George Dahl,	Grade 5
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For Four Years

George Bahr,	Grade 6	Helen Jacobus,	Grade 4
Milton Winkler,	" 6	John Ericson,	" 4
George Hambacker,	" 6	Anna Mae Edwards,	" 3
George Bees'ley,	" 5		

For Three Years

Francis Hardman,	Grade 7	Genevieve Lenox,	Grade 5
Daniel Hildebrandt,	" 6	Clara Walter,	" 5
Curtis Pindar,	" 6	Percy Edwards,	" 5

For Two Years

Hilda Schurer,	Grade 7	Edward Jacobus,	Grade 3
Ruth Adlon,	" 6	Elizabeth Browne,	" 3
William Rowe,	" 6	Gertrude Fedde,	" 2
Arthur Gibson,	" 6	Frances Hildebrandt,	" 2
Thelma Fedde,	" 5	Raymond Wiley,	" 1
Harold Catlou,	" 4	Wilhelmina Hildebrandt,	" 1

For One Year

George Accola,	Grade 7	Fred Rowe,	Grade 4
Joshua Greenwood,	" 7	Edwin Greenwood,	" 4
Edward Oswald,	" 7	George Cliff,	" 4
Vernon Rowland,	" 7	De Perry Hoyt,	" 4
Charles Simpkins,	" 7	Harry Bomen,	" 4
Raisbeck Trown,	" 7	Louis Peterson,	" 4
Jeanette Cowan,	" 7	Edna Rowe,	" 4
Naomi Hardman,	" 7	Charles McDonald,	" 3
Madfen Mack,	" 7	Willard River,	" 3
Albert Fish,	" 6	Leon Williams,	" 3
Arthur Liljestrand,	" 6	Dennalla Hoyt,	" 3
Thomas Nelson,	" 6	Jean Smith,	" 3
Mary Weden,	" 6	Ferdinand Bowen,	" 3
Myrtle Walton,	" 6	George Carlin,	" 3
Clara Bowman,	" 6	Alex Everline,	" 3

FOR ONE YEAR—Continued.

Fred Cadmus,	Grade 5	Jeannette Ashworth,	Grade 3
Frank Fedde,	" 5	Olive Gurney,	" 3
Lorin Stumbough,	" 5	Nils Ericson,	" 2
Estelle Baldwin,	" 5	Juliet Rowland,	" 2
Dorothy Frater,	" 5	Jack Stumbough,	" 2
Helen Lauffer,	" 5	Howard Gibson,	" 2
Eleanor Simmons,	" 5	Hazel Taylor,	" 2
Horace Oswald	" 5	Frances Jeager,	" 1
Fred Scheurer,	" 5	Linnea Rudine	" 1
John Percy,	" 4	Mildred McGee,	" 1
Raymond Taylorson,	" 4	Ira Ellor,	" 1
Esther Bollenback,	" 4	Evelyn Blaine, Connecting Class	
Martha Edgerley,	" 4	Hannah Hildebrandt,	"

BROOKSIDE SCHOOL.

For Six Years

Stanley Gruchacz, Grade 6.

For Four Years

Ellsworth Hopper, Grade 5.

For Three Years

Mabel Bickler,	Grade 7	Stanley Schneider,	Grade 5
Malcolm Spinning,	" 6	Edward Gruchacz,	" 4
Frederic Buck,	" 5	Russell Rugg,	Special

For Two Years

George Benjamin,	Grade 7	Theodore Eckert,	Grade 3
Robert Maroney,	Grade 7	Eleanor Hopper,	" 3
Paul Meuser,	" 4	Stella Kamienski,	" 3
Mary Timko,	" 3	Helen Slavinski,	" 2
John Abramowitz,	" 3	John Timko,	" 2

For One Year

Robert Griffith,	Grade 7	Gustav Tideman,	Grade 5
Edna Roth,	" 7	Marie Carlucci,	" 4
Margaret Demmert,	" 6	Leland Burnhardt,	" 4
Mary Kilbride,	" 6	William De Raja,	" 4
Stella Kuczenski,	" 6	Viola Eckert,	" 4
Mildred Long,	" 6	Helen Fredericks,	" 4
Emily Matlach,	" 6	Allen King,	" 4
Gertrude Romig,	" 6	Kathryn Brunstein,	" 3
George Vande Stadt,	" 6	Marguerite Fornoff,	" 3
Esther Bassett,	" 5	Florence Rugg,	" 3
Walter Buck,	" 5	Helen Levandoski,	" 2
Mary Freeman,	" 5	Howard Koff,	" 1
Frederic Hesse,	" 5	Robert Murath,	" 1
Wesley Mortimer,	" 5	Virginia Younge,	" 1
Peter Roth,	" 5	Florence Jacobus,	" 1
Emil Shapiro,	" 5	Carolyn Hopper, Connecting Class	

CENTER SCHOOL.

For Four Years

Helen Brady, Grade 4.

For Three Years

Helen Martini,	Grade 6	Richard Berry,	Grade 4
Theodore Martini,	" 5		

For Two Years

Thomas Brady,	Grade 6	Walter Glaeser,	Grade 5
Roy Williams,	" 5	Gilbert Evans,	" 4
Margaret Teall,	" 5	Henry Miller,	" 4
George Richardson,	" 5		

For One Year

Charles Amelung,	Grade 6	Florence Chapin,	Grade 4
Herbert Hold,	" 6	Alexander Domerwicz,	" 3
John Richardson,	" 6	Florence James,	" 3
Ruth Stone,	" 6	Margaret Sheffel,	" 3
Wilmer Seifried,	" 5	Mitchel Curto,	" 2
Grace Stover,	" 5	George Miller,	" 2
Eleanor Eglinton,	" 5	Leonard Curto,	" 1
Florence Bleecker,	" 5	Helen Sheffel,	" 1
Dorothy Ayers,	" 4		

BROOKDALE SCHOOL.

For Four Years

Gladys Owen, Grade 6.

For Three Years

Anna Weber, Grade 5.

For Two Years

Frank Smith, Grade 4.

For One Year

Henry Renner, Grade 6.

SILVER LAKE SCHOOL.

For One Year

Millie Accola, Grade 3.

FAIRVIEW SCHOOL.

For Six Years

Robert Johnson,	Grade 6	Augusta French,
Phyllis Westervelt,	" 5	

For Five Years			
Florence Johnson,	Grade 7	Harold Schultheiss,	Grade 4
Frances Richardson,	" 7		

For Four Years			
Robert Mitchell,	Grade 7	William Branch,	" 5
Henry Muller,	" 7	Frances Mitchell,	" 5
John Walton,	" 7	Marion Schultheiss,	" 4
Edwin Dafter,	" 7		

For Three Years			
Irving Wright,	Grade 7	Ruth Campbell,	Grade 5
Albert Schwalm,	" 7	Clifford Brown,	" 5
John Sanok,	" 7	Jacob De Jonge,	" 4
Marie Untiedt,	" 7	Albert Chance	" 4
Lloyd Dafter,	" 5	George Darnstaedt,	" 4
Cecil Soley,	" 5	Herman De Jonge,	" 4
George Hopping,	" 5	Walter Hetzel	

For Two Years			
Ethel Terhune,	Grade 7	Ethel Griffith,	Grade 4
Michael Sanok,	" 6	Donald La Quay,	" 4
Albert Garlock,	" 6	Margaret Roman,	" 4
Geneva Jenkins,	" 6	Margaret Deutchberger,	" 4
Mable Jenkins,	" 6	Eva Soley,	" 3
Fred Fuller,	" 5	Blanche Rozewski,	" 3
Marjory Bell,	" 4	Whitney Roddy,	" 3
Stanley Farrer,	" 4	Marie Schmidt,	" 2
James McWilliams,	" 4	Walter Herman,	" 2

For One Year			
Lucy Whitfield,	Grade 7	Ernest Dreyer,	Grade 4
Edna Fisher,	" 7	Oscar Flammer,	" 4
Elizabeth Thomas,	" 6	Franklin Oakes,	" 4
Arthur Fornoff,	" 6	Gladys Griffith,	" 4
Cecil Van de Water,	" 6	Harriet Corby,	" 4
Frank De Moyne,	" 6	Howard Bantin,	" 4
William Wassell,	" 6	Charles Fairweather,	" 3
Virginia Price,	" 6	Mary Fisher,	" 3
Mildred Price,	" 6	William Henderson,	" 3
Freda Baldwin,	" 5	Ruth Taylor,	" 3
Grace Demarest,	" 5	May Weber,	" 3
Helen Heinz,	" 5	Elmer French,	" 3

FAIRVIEW SCHOOL—FOR ONE YEAR—Continued.			
James Hitchcock,	Grade 5	Marion Dougherty,	Grade 2
Ledonia Lassen,	" 5	Pauline Egan,	" 2
Thelma West,	" 5	Roberta Garrett,	" 2
Edward Narucki,	" 5	Elizabeth Vandewater,	" 2
Marjorie Graecen,	" 5	Harry Darnstaedt,	" 1
Grace Griffith,	" 5	George Fornoff,	" 1
Mabel Henry,	" 4	Nelson Evans,	" 1
Helen Lassen,	" 4	Bessie Lydiard,	Connecting Class
Stanley Dumnick,	" 4	Gladys Fuller,	"

WATSESSING SCHOOL.

For Four Years
Everett Catlin, Grade 5.

For Three Years			
Vera Langefelt,	Grade 7	Kenneth Catlin,	Grade 3
Malcolm Catlin,	" 6		

For Two Years			
Herman Wolfe,	Grade 7	Irene Hines,	Grade 5
Otto Hambacher,	" 7	Samuel Gordon,	" 5
John Schofield	" 6	Percy Jones,	" 3
Frances Cooney,	" 5	Jennie Harrison,	" 3
Robert Davison,	" 5	Elizabeth Snow,	" 3

For One Year			
Albert Rapp,	Grade 7	Madeline Hambacher,	Grade 4
Edwin Ferguson,	" 7	Rose Garlock,	" 3
Annie Martin,	" 6	Anna Claren,	" 3
Frances Ferguson,	" 5	Mattie Bush,	" 3
Hildur Ohlsen,	" 5	James Gordon,	" 3
Kingsley Lawrence,	" 5	Viola Bellamy,	" 2
Claribel King,	" 4	Myrtle Hollenbach,	" 2

TEACHERS 1913-1914.

HIGH SCHOOL.—No. 1.

(Broad Street and Belleville Avenue.)

✓ Ella L. Draper	-	-	-	Vice-Principal
✓ Elizabeth H. Wyman	-	-	-	English and German
Maude C. Gay	-	-	-	German and Latin
✓ Martha H. Hasbrouck	-	-	-	French and English
✓ Anne M. Smith	-	-	-	English and German
Mabel Allen	-	-	-	English
O. R. Smiley	-	-	-	Science
✓ Otto J. Walrath	-	-	-	Science
Edson J. Lawrence	-	-	-	Latin
James P. Haupin	-	-	-	Mathematics
Harry R. Koehler	-	-	-	Mathematics
Hazel C. Longstreth	-	-	-	Mathematics and English
Walter R. Douthett	-	-	-	History
Robert L. Matz	-	-	-	History and English
✓ Clara L. Curruth	-	-	-	Commercial
✓ E. S. Stover	-	-	-	Commercial
Edith M. Sneckner	-	-	-	Physical Training
✓ Olive M. Terhune	-	-	-	Latin

BERKELEY SCHOOL—No. 2.

Joseph C. Wilson	-	-	-	Principal
✓ Mabel A. White	-	-	-	Seventh Grade
✓ F. Annette Whitney	-	-	-	Sixth Grade
✓ Eva E. Adair	-	-	-	Sixth Grade
Elizabeth Beaty	-	-	-	Fifth Grade
Leah M. Griffith	-	-	-	-Fifth Grade
Edith Wells	-	-	-	Fourth Grade
A. May Wyker	-	-	-	Fourth Grade
✓ Mabel S. Denton	-	-	-	Third Grade
M. Mildred Gladstone	-	-	-	Third Grade
Beatrice I. Hampson	-	-	-	Second Grade
✓ Frances T. Leach	-	-	-	Second Grade
Flora T. Dann	-	-	-	First Grade
✓ Daisy Harris	-	-	-	-First Grade
Grace A. Sheldon	-	-	-	Connecting Class
✓ Marjorie N. Melvain	-	-	-	Connecting Class
Ida H. McWhiney	-	-	-	Kindergarten

BROOKSIDE SCHOOL—No. 3.

(Essex Avenue and Baldwin Street.)

L. Arvilla Martin	-	-	-	Principal
✓ Mabel Freeman	-	-	-	Seventh Grade
✓ Wilhelmina J. Kentner	-	-	-	Sixth Grade
✓ Bertha G. Drisko	-	-	-	Fifth Grade
Edith M. Albinson	-	-	-	Fifth Grade
Edith M. Cook	-	-	-	Fourth Grade
Anna Z. Heagerty	-	-	-	Fourth Grade
Alice C. Lewis	-	-	-	Third Grade
Florence Farber	-	-	-	Third Grade
✓ Alice Munson	-	-	-	Second Grade
Gertrude N. Halsey	-	-	-	Second Grade
✓ Mabel G. Padgham	-	-	-	First Grade
Lila G. Baldwin	-	-	-	First Grade
✓ Edith E. Walker	-	-	-	Connecting Class
Florence M. Tompkins	-	-	-	Connecting Class
✓ Norma A. Moore	-	-	-	Kindergarten
Maude L. Tuller	-	-	-	Special

CENTER SCHOOL—No. 4.

(Liberty Street.)

✓ Elizabeth Otis	-	-	-	Principal
✓ Mary J. Sloat	-	-	-	Seventh Grade
Grace E. Jones	-	-	-	Sixth Grade
Clara A. Cruikshank	-	-	-	Fifth Grade
Dora E. Adams	-	-	-	Fifth Grade
Helen A. Scannell	-	-	-	Fourth Grade
Nettie Duym	-	-	-	Third Grade
Helen D'Arcy	-	-	-	Second Grade
Charlotte R. Whitton	-	-	-	First Grade
Alice E. Bailey	-	-	-	Connecting Class
Blanche H. Crane	-	-	-	Kindergarten
✓ Edith H. Belden	-	-	-	Special
Florence S. Cummings	-	-	-	Special

BROOKDALE SCHOOL—No. 5.

(Upper Broad Street.)

Roy R. Zimmerman	-	-	-	Principal, Seventh Grade
Jennie V. Chinnick	-	-	-	Fifth and Sixth Grades
Augusta B. Hofmann	-	-	-	Third and Fourth Grades
✓ Emily Benoit	-	-	-	First and Second Grades
Gladys Lessey	-	-	-	Kindergarten

*SILVER LAKE SCHOOL—No. 6.

(Bloomfield Avenue.)

✓ Henry G. Lyon	-	-	-	Principal, Fourth and Fifth Grades
Katherine Bell	-	-	-	Second and Third Grades
Viola W. Davison	-	-	-	First Grade
Margaret Cooper	-	-	-	Kindergarten

*All mail matter for teachers of this school should be sent in care of Berkeley School.

FAIRVIEW SCHOOL—No. 7.

(Montgomery Avenue.)

✓ Fred S. Bush	-	-	-	-	Principal
✓ Elizabeth A. Sterling	-	-	-	-	Seventh Grade
Blanche Emmons	-	-	-	-	Seventh Grade
✓ L. Catherine Kingsley	-	-	-	-	Sixth Grade
✓ Stella Shook	-	-	-	-	Sixth Grade
✓ Lillian M. Galloway	-	-	-	-	Fifth Grade
Sara J. Bettis	-	-	-	-	Fifth Grade
✓ Lucy M. Seltzer	-	-	-	-	Fourth Grade
Bessie M. Coulthard	-	-	-	-	Fourth Grade
Ida M. Erway	-	-	-	-	Third Grade
✓ Ruth E. New	-	-	-	-	Third Grade
Beatrice M. Wood	-	-	-	-	Second Grade
Sara W. Curtis	-	-	-	-	First Grade
Edna L. Coney	-	-	-	-	First Grade
Helen Burnet	-	-	-	-	Connecting Class
✓ Helene M. Nicholson	-	-	-	-	Kindergarten
Helen Savoye	-	-	-	-	Kindergarten

WATSESSING SCHOOL—No. 8.

(Prospect Street.)

Anna S. Agnew	-	-	-	-	Principal
Elizabeth A. Terry	-	-	-	-	Seventh Grade
✓ Caroline Bliven	-	-	-	-	Sixth Grade
✓ Alice M. Oberg	-	-	-	-	Fifth Grade
✓ Lulu L. Robinson	-	-	-	-	Fifth Grade
Bella Harris	-	-	-	-	Fourth Grade
✓ Myrtle Given	-	-	-	-	Third Grade
Rosa Markesky	-	-	-	-	Third Grade
✓ Stella Harris	-	-	-	-	Second Grade
Ruth E. Struble	-	-	-	-	Second Grade
Pearl G. Sprague	-	-	-	-	First Grade
M. Estelle Dodd	-	-	-	-	Connecting Class
Nellie V. Harvey	-	-	-	-	Kindergarten

PARK GRAMMAR SCHOOL—No. 9.

(Belleville Avenue, near Broad Street.)

Charles F. Otto	-	-	-	-	Vice-Principal, Eighth Grade
Mabelle G. Howard	-	-	-	-	Eighth Grade
✓ F. Glencie Chase	-	-	-	-	Eighth Grade
May E. Clark	-	-	-	-	Eighth Grade
✓ George W. Bartlett	-	-	-	-	Eighth Grade
✓ Emery A. Buffington	-	-	-	-	Eighth Grade

MANUAL TRAINING DEPARTMENT.

✓ E. Ruth Palmer, Director	-	-	-	-	Art and Handwork
✓ Clara E. Schaufler, Director	-	-	-	-	Domestic Science
William E. LaQuay, Director	-	-	-	-	Shopwork
Anna P. Thomas	-	-	-	-	Assistant
Kathryn Campbell	-	-	-	-	Assistant
Lorena E. Babbitt	-	-	-	-	Assistant
✓ Clara N. Sutton	-	-	-	-	Assistant
✓ Margaret H. Niles	-	-	-	-	Assistant
Seth E. Morton	-	-	-	-	Assistant
Bertrand O'Connell	-	-	-	-	Assistant
✓ Vivian H. Cady	-	-	-	-	Assistant

SUPERVISORS.

P. J. Smith	-	-	-	-	-	Music
Ida E. Robinson	-	-	-	-	-	Elementary Grades
Ethel Smith	-	-	-	-	-	Penmanship

JANITORS.

No. 1, High School	-	-	-	-	C. E. Conner
No. 2, Berkeley	-	-	-	-	Albert Krenrich
No. 3, Brookside	-	-	-	-	A. Yasko
No. 4, Center	-	-	-	-	J. G. Martini
No. 5, Brookdale,	-	-	-	-	Wm. Sempier
No. 6, Silver Lake	-	Mary Accola and	-	-	Celesta Puopolo
No. 7, Fairview	-	-	-	-	Victor Zawicki
No. 8, Watsessing	-	-	-	-	Moses Bender
No. 9, Park Grammar	-	-	-	-	John Krueger

OFFICE HOURS OF SUPERINTENDENT.

HIGH SCHOOL.

Monday, Tuesday, Wednesday and Thursday, 3:30 to 4:30 P. M.

EVENING SCHOOL.

Tuesday, 8 P. M.

BOOK LIST.

TEXT BOOKS FOR ELEMENTARY GRADES.

READERS.

New Education Series.....	American Book Co.
Progressive Road to Reading Series.....	Silver, Burdett & Co.
Aldine Series.....	Newson Co.
Sunbonnet Babies.....	Rand & McNally
Overall Boys	Rand & McNally
Lamb's Tales from Shakespeare.....	D. C. Heath Co.
King Arthur and His Knights.....	Rand & McNally
Hiawatha Primer.....	Houghton, Mifflin Co.
The Summer's Readers Series.....	Frank D. Beattys Co.
Carpenter's Geographical Series.....	American Book Co.
Winslow's Geographical Series.....	D. C. Heath Co.
Carroll's Around the World Series.....	Silver, Burdett & Co.
The Dutch Twins.....	Houghton Mifflin Co.
Ben, the Black Bear.....	Century Co.
Baldwin and Bender Series.....	American Book Co.
Riverside Series.....	Houghton Mifflin Co.
Peter and Polly Series.....	American Book Co.
Dramatic Reader for Lower Grades.....	American Book Co.
Dramatic Reader for Grammar Grades.....	American Book Co.
Story—Hour Reader Series.....	American Book Co.
Edson-Laing, School Reader Series.....	Benj. H. Sanborn Co.
Elson—School Reader Series.....	Scott-Foresman Co.
Riverside Literature Series.....	Houghton, Mifflin Co.
Otis's Colonial Series.....	American Book Co.

WRITING BOOKS.

Palmer System of Writing.....	A. N. Palmer Co.
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ARITHMETIC.

Baker-Felter Arithmetics, Series 1-2.....	Silver, Burdett & Co.
Milne Standard.....	American Book Co.
Nichol's Arithmetical Problems.....	Thompson, Brown Co.
Hamilton's School Arithmetic Series.....	American Book Co.

ENGLISH.

Hyde Series.....	D. C. Heath Co.
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SPELLERS.

Hick's Champion Spellers, Books 1 and 2.....	American Book Co.
Richards' Grammar Grade Speller.....	D. C. Heath Co.

BOOK LIST—Continued.

GEOGRAPHY.

Maurys Series, Books 1 and 2.....American Book Co.
Deane's Geography of New Jersey.....Silver, Burdett & Co.
Morris's Industrial and Commercial Geography.....Lippincott
Haaren's First Notions of Geography.....D. C. Heath & Co.

HISTORY.

Barnes ElementaryAmerican Book Co.
Montgomery's Leading FactsGinn & Co.
Thwaites and Kendall—History of the United States
Houghton, Mifflin Co.
Bourne and Benton—Introductory to American History
D. C. Reath Co.

CIVICS.

Dunn's Community and the Citizen.....D. C. Heath Co.

OUTLINES.

Pupils' Outlines for Home Study.....Jennings Publishing Co.

PHYSIOLOGY AND HYGIENE.

Conn's Series.....Silver Burdett & Co.

DICTIONARY.

Webster's.....American Book Co.
Concise StandardFunk & Wagnalls Co.

SINGING BOOKS.

Educational Music Readers, 1-2-3-4.....Ginn & Co.
Brewer Collection of Songs.....Brewer Co.
Gaynor Song Book.....John Church Co.
Rix's Assembly Song Book.....A. S. Barnes Co.

LATIN.

The First Year of Latin—Gunnison.....Silver Burdett & Co.

GERMAN.

Easy Lessons in German—Dreyspring.....American Book Co.

ALGEBRA.

Gilbert and Sullivan's Practical Lessons in Algebra....Macmillan Co.

HIGH SCHOOL BOOKS.

History of English Literature.....American Book Co.
From Chaucer to Arnold.....Macmillan Co.
Introduction to American Literature.....Sibley & Co.
Halleck's American Literature.....American Book Co.
Manual of Composition and Rhetoric.....American Book Co.
Julius Caesar.....Macmillan Co.

BOOK LIST—Continued.

Macbeth.....Macmillan Co.
Milton's Minor Poems.....Macmillan Co.
Burke's Speech on Conciliation.....Longmans, Green & Co.
Life of Johnson.....D. C. Heath & Co.
Merchant of Venice.....Macmillan Co.
Sir Roger de Coverley Papers.....Sanborn & Co.
The Deserted Village.....Macmillan Co.
Silas Marner.....Macmillan Co.
Ivanhoe.....Ginn & Co.
Sesame and Lilies.....Macmillan Co.
Joan of Arc.....Macmillan Co.
The English Mail Coach.....Macmillan Co.
Ancient Mariner.....Sibley & Co.
The Vision of Sir Launfal.....Sibley & Co.
Life of Goldsmith.....Ginn & Co.
Selections from Lincoln.....Longmans, Green & Co.
Odyssey.....Merrill Co.
Idylls of the King.....Ginn & Co.
Farewell Address of Washington.....American Book Co.
First Bunker Hill Oration.....American Book Co.

HISTORY.

Introduction to the History of Western Europe, by Robinson
Ginn & Co.
Muzzey's American HistoryGinn & Co.
Government in State and Nation.....Scribner
Robinson's Outlines of European History, Vol. I and II....Ginn & Co.

SCIENCE.

Newell's ChemistryD. C. Heath & Co.
Milliken and Gale's Physics.....Ginn & Co.
Hunter's Elements of Biology.....American Book Co.

MATHEMATICS.

Milne's AlgebraAmerican Book Co.
Wentworth's Plane and Solid Geometry.....Ginn & Co.
Granville's Trigonometry.....Ginn & Co.

LATIN.

Smiley and Stork's Bellum Helveticum.....Scott, Foresman & Co.
Walker's CæsarScott, Foresman & Co.
D'Ooge's Cicero.....Sanborn & Co.
Kelsey's Cicero.....Allyn & Bacon
Knapp's Vergil.....Ginn & Co.

BOOK LIST—Continued.

Allen and Greenough's Latin Grammar.....Ginn & Co.
Barss' Latin ProseD. C. Heath & Co.
Bennett's Latin GrammarAllyn & Bacon
Gnnnison and Harley's CaesarSilver, Burdett & Co.

GREEK.

Seymour's LliadGinn & Co.
Xenophon's AnabasisGinn & Co.
Goodwin's Greek GrammarGinn & Co.
Collar and Daniell's Greek Prose.....Ginn & Co.

GERMAN.

German Composition, Bacon.....Allyn & Bacon
Kreuz und Quer, Metzger and Mueller.....American Book Co.
Grammar—Bacon..Allyn & Bacon
Essentials of German, Vos.....H. Holt & Co.
Das deutsch Buch fur Anfaenger, Schrakamp.....H. Holt & Co.
Im Vaterland—Bacon....Allyn & Bacon
Mueller and Wenckebach's Glueck Auf.....Ginn & Co.
Mosher's Willkommen in Deutschland..D. C. Heath & Co.
Manley and Allen's Four German Comedies.....Ginn & Co.
Beumach's Der Schwiegersohn.....D. C. Heath & Co.
Schiller's Wilhelm Tell.....H. Holt & Co.
Schiller's Die Jungfrau vom Orleans.....D. C. Heath & Co.
Thomas's German Grammar..H. Holt & Co.
Spanhoofd's Deutsche Grammatik.....H. Holt & Co.
Thomas's Supplementary Exercises.....H. Holt & Co.
Pope's German Composition....H. Holt & Co.
Sprach und Lesebuch, Gohdes & Buschek.....H. Holt & Co.

FRENCH.

Fraser & Squair's French Grammar.....D. C. Heath & Co.
Bruce's Grammaire Francaise....D. C. Heath & Co.
Francois et Giroud's Simple French.....H. Holt & Co.
Merimee's Colomba....H. Holt & Co.
Sarcey's Le Siege de Paris.....D. C. Heath & Co.
Halevy's L'Abbe Constantin....H. Holt & Co.
Hugo's Le Chute.....D. C. Heath & Co.
La Cigale chez les Fourmis.....American Book Co.
La Poudre aux Yeux.....H. Holt & Co.
Ballard's Short Stories for Oral French.....Scribner
Marique & Gilson's French Composition.....Ginn & Co.

BOOK LIST—Continued.

COMMERCIAL SUBJECTS.

Lyon's Commercial Law.....Powers & Lyons
Typewriting.....
Style Manual for Stenographers.....Hugh Graham Paterson
Pitman's Shorthand.....Pitman
Cody's How to do Business by Letter.....Chicago School of Business
Powers's Complete Accountant....Powers & Lyons
Modern Illustrative Banking.....American Book Co.
Words.....Gregg Publishing Co.
Palmer's PenmanshipA. N. Palmer Co.
Eaton's Manual to Business Forms.....American Book Co.
Budget System—Wholesale Accounting.....Lyons
Art of Modern Bookkeeping and Accounting.....Lyons
Van Tuij's Commercial Arithmetic.....American Book Co.
Brigham's Commercial Geography.....Ginn & Co.

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